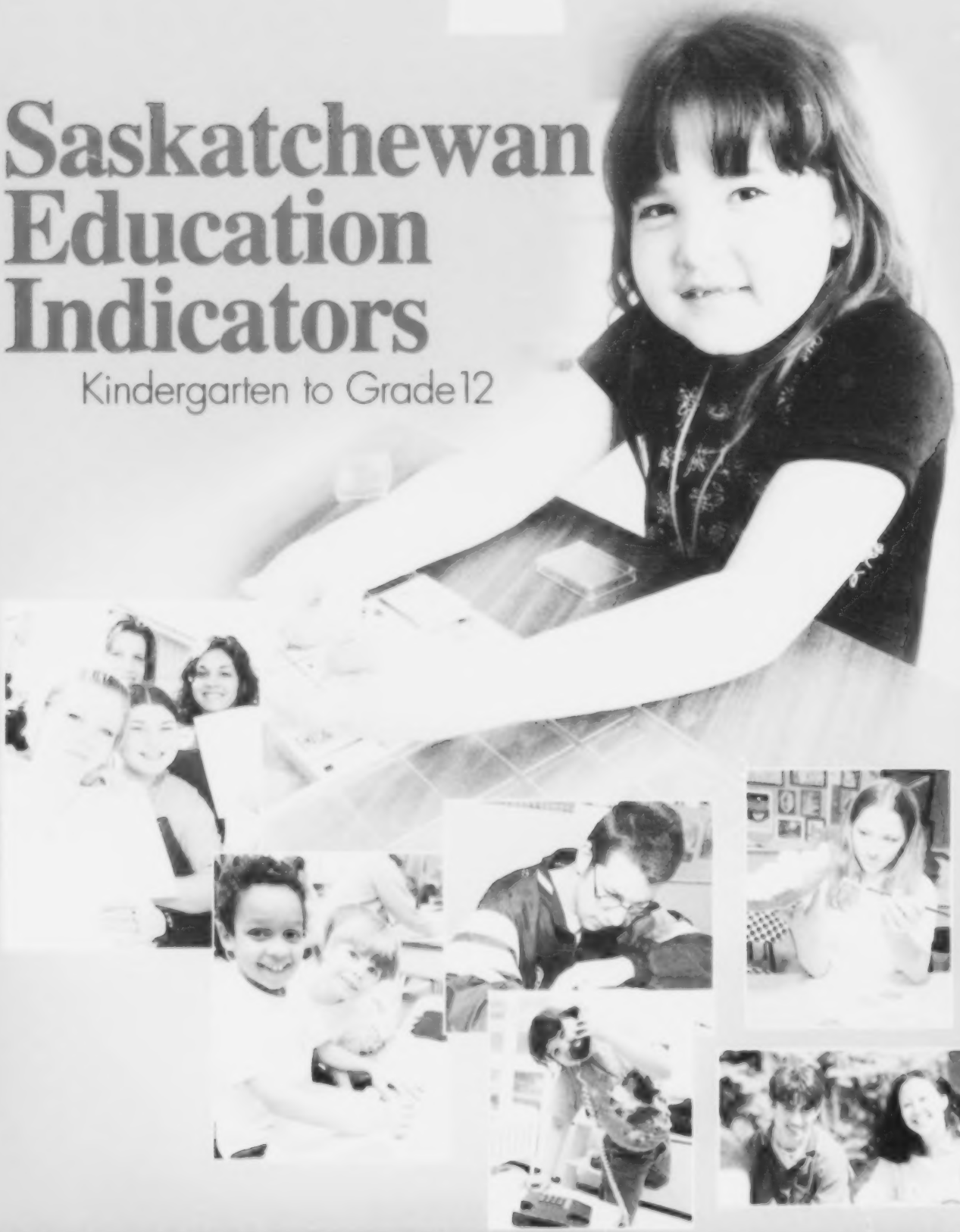
Saskatchewan
Learning

Saskatchewan Education Indicators

Kindergarten to Grade 12



Goals of Education

The Goals of Education recognize the inherent worth and value of each individual. Education, then, should develop the potential of each person to the fullest extent. It should also enhance the ability of each individual to cope effectively in a changing physical, economic and social environment.

Basic Skills

- Read, write and compute
- Acquire information and meaning through observing, listening, reading and experiencing
- Process information through intellectual and technological means
- Solve problems by applying basic principles and processes of the sciences, arts and humanities
- Communicate ideas through written and spoken language, mathematical symbols and aesthetic expression

Life-Long Learning

- Seek and value learning experiences
- Act as self-reliant learners
- Base actions on the knowledge that it is necessary to learn throughout life

Understanding and Relating to Others

- Act on the belief that each individual is worthwhile
- Base actions on the recognition that people differ in their values, behaviours and lifestyles
- Interact and feel comfortable with others who are different in race, religion, status or personal attributes
- Develop a sense of responsibility toward others

Career and Consumer Decisions

- Develop an awareness of career opportunities
- Develop interests and abilities in relation to vocational expectations
- Adapt to shifts in employment patterns and technology
- Make informed consumer decisions

Growing with Change

- Work toward immediate and long-term goals
- Base actiotls on an understanding that change is a natural process in society
- Select workable alternatives in response to changing conditions
- Develop confidence in making decisions that involve risk

Membership in Society

- Assume responsibility for their own actions
- Work with others to achieve individual and group goals
- Participate in the democratic processes of government and perform the duties of citizenship
- Respect the rights and property of others
- Act with honesty, integrity, compassion and fairness
- Develop a sense of national pride and acknowledge the need for international understanding
- Work toward greater social justice
- Assume responsibility for dependent persons in a manner consistent with their needs
- Respect law and authority
- Exercise the right of dissent responsibly

Self-Concept Development

- Perceive themselves in a positive way
- Appreciate their own abilities and limitations
- Set and work toward personal goals
- Assess praise and criticism realistically
- Present themselves with confidence

Positive Lifestyle

- Practise appropriate personal hygiene, engage in sufficient physical activity, and maintain a nutritionally balanced diet
- Avoid harmful use of alcohol and other drugs
- Cultivate interests that may be the basis for personal development and leisure pursuits
- Recognize the importance of productive activity
- Display initiative and pursue tasks diligently
- Maintain a safe and healthful community
- Respect and seek to enhance the environment
- Appreciate beauty in its many natural and constructed forms
- Express themselves creatively

Spiritual Development

- Seek an understanding of the purpose and worth of human existence
- Develop a knowledge of God
- Respect family, religion and culture in a pluralistic society

105-06698/

Message from the Minister

Our economic, cultural, and social health is directly related to the level of knowledge and skills of the people in our communities. Schools today are required to be more responsive, relevant and results-oriented to meet the changing needs of our students, families and communities.

The *Saskatchewan Education Indicators Report* provides a comprehensive look at the Kindergarten to Grade 12 (K-12) education system in Saskatchewan. This report includes current information about student academic achievement, student attitudes to learning, and the supports provided not only by educators, but also by parents.

The Department of Learning produces *Indicators Reports* every two years to provide a snap shot of the complexity and performance of the education system. The information in this report is intended to help all the partners in the education community work together to respond to those needs and enhance student learning in the future.

I invite you to use the information contained in the *Indicators Report* as a foundation of future discussions to improve learning in your schools and communities.

Honourable Andrew Thomson
Minister of Learning

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Introduction

The *2004 Saskatchewan Educators Indicators Report* includes a broad spectrum of information to describe the education system in Saskatchewan. The changing demographic context includes lower overall student enrolments, accompanied by rising Aboriginal enrolments and lower student/educator ratios. The report also documents higher school completion rates, measures to promote equity for Aboriginal and French-speaking students and students with special needs, and the integration of information and communications technologies into the learning process. The province-wide information in this report is complemented by information available through schools and school divisions on academic achievement and the factors that contribute to successful learning.

Information in the *Indicators Report* is collected from the Saskatchewan education system by Saskatchewan Learning or derived from a variety of external sources. This most recent report draws on provincial and national sources of information and includes new sources such as the Aboriginal Peoples Survey 2001 and the Information and Communications Technologies in Schools Survey, 2003-2004.

When all of these indicators are considered together, they reveal the complexity of the learning process. Indicators help the students, parents, community members, educators and administrators to identify our achievements and the areas where we can improve. This information supports local and provincial decision-making and community involvement to enhance student learning. Together we can find solutions and work towards a future where every child can be successful.

Bonnie Durnford
Deputy Minister of Learning

About Indicators

The *Saskatchewan Education Indicators Program* presents data and information that describe a number of aspects of the education system. It does not attempt to provide a diagnostic or predicative mathematical model of the education system. This report includes three types of indicators:

- *Context indicators* describe the social, economic and demographic influences on the education system.
- *Process indicators* provide information about how things are done within the education system, including descriptions of policies, resources and activities.
- *Outcome indicators* provide information about results.

This report presents indicators showing how trends have developed over time, how information compares between Saskatchewan and other parts of Canada, how information compares among northern, rural or urban settings, and/or how information compares with provincial standards.

For ease of wording, some statements in the report compare Saskatchewan results with Canadian results. These refer to Canada, as a whole, and recognize that Saskatchewan is part of Canada.

Some indicators portray urban and rural information based on the categorization of the school divisions (eg. Figures 35, 36, 53 etc.). When indicators identify school divisions as urban, urban/rural or rural, the urban category includes 17 school divisions whose boundaries coincide with the municipal boundaries of the corresponding Saskatchewan cities; the urban/rural category includes nine school divisions whose boundaries include both urban and rural municipalities; and the rural category includes all other school divisions that are not part of the northern or French school divisions.

The school divisions classified as Urban are:

Estevan Public	Prince Albert Separate
Humboldt Public	Regina Separate
Lloydminster Public	St. Henry's Separate
Moose Jaw Public	St. Paul's Separate
Regina Public	Yorkton Separate
Saskatoon Public	Estevan Comprehensive
Swift Current Public	Melville Comprehensive
Humboldt Separate	Swift Current Comprehensive
Lloydminster Separate	

Other indicators portray urban and rural information based on the residential setting of the primary population served by the specific school with no reference to the corresponding municipal categories at the school division level. (eg. Figures, 29, 30, 39 etc.).

The following school divisions are classified as Rural/Urban:

Battlefords Public	Melfort Tiger Lily Public
Holy Family Separate	Melville-Deer Park Public
Holy Trinity Separate	Sunrise Public
North West Separate	York Public
Saskatchewan Rivers Public	

For the most part, the indicators are presented without exploring the reasons behind any trends or comparisons, nor any implications and recommendations related to those trends or comparisons. Attempts have been made to minimize attaching 'good' or 'bad' value to the trends or comparisons. Instead, the indicators presented in the report are intended to inform discussion by readers as they contemplate the status and quality of the education system. It is expected that exploration of reasons, assignment of value, formulation of recommendations, and initiation of actions would occur during such discussions.

The *Saskatchewan Education Indicators Program* draws data from many sources to create a comprehensive picture of the provincial education system. These sources include provincial learning assessments, databases maintained by Saskatchewan Learning, Statistics Canada studies, and national assessments and surveys. In this report, data from these sources have been organized into four sections:

- **The Saskatchewan Scene** – describes demographic, social and economic trends that influence the education system as a whole and the lives of families and children.
- **Saskatchewan's Education System** – describes the province's education system.
- **Student Goals** – provides indicators related to the development of students' social and personal skills as well as basic academic skills.
- **System Goals** – provides indicators related to the overall performance of the education system in the areas of relevance, equity, accessibility and responsiveness.

The Saskatchewan Scene

Context indicators describe provincial and national trends that have an impact on Saskatchewan's education system. Demographic, social and economic trends are all important. These trends can affect the needs of students, the public's expectations of education, the nature of the education system and the resources available for education. For example, the age of the population, where it is located and how it participates in the labour market are all important considerations in planning for the availability and use of resources in providing high-quality education for all students in all parts of the province.

In this section, three types of trends are discussed:

- Demographic Trends in Saskatchewan
- Social Trends in Saskatchewan
- Economic and Labour Trends

Demographic Trends in Saskatchewan

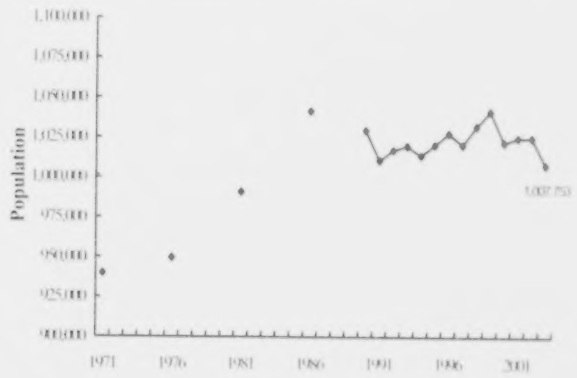
What is the size of Saskatchewan's population?

Saskatchewan's population was 1,007,753 people in June 2003, down 17,074 from in 2002. Saskatchewan's population has remained just above one million residents during the last two decades (Figure 1).

Saskatchewan's population

- *stable, at just over one million*
- *aging, overall*
- *young and growing Aboriginal population*
- *shifting from rural to urban settings*

Figure 1: Saskatchewan's Population, 1971 to 2003



Note: Population numbers are as of June 30 of each year.

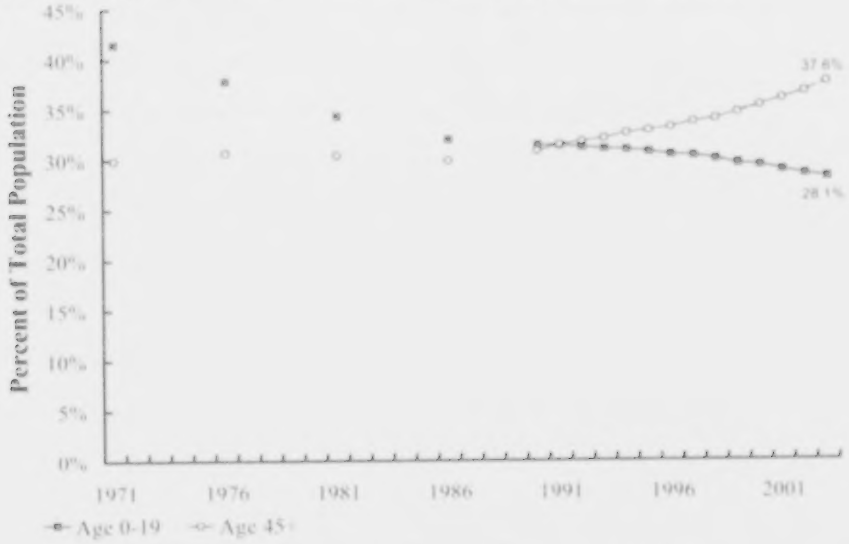
Source: Saskatchewan Health. (2003). *2003 Covered Population Book*. Regina, SK.

What are the characteristics of Saskatchewan's population?

Saskatchewan's population as a whole is aging. In the past decade, the proportion of the population age 45 and over has increased from about 32 percent to 38 percent. During this same period, the proportion of the population younger than age 20 has declined to just over 28 percent, well below the proportion experienced in the early 1970s which exceeded 40 percent. Saskatchewan's proportion of youth remains among the highest in the country, as this trend of decreasing youth populations has occurred in all the provinces (Figure 2).

In 1993 in Saskatchewan, the number of pre-school-aged children (age 0-4) was similar to the number of youth who would be completing high school within five years (age 13-17). In 2003, the number of pre-school-aged children was 60,687, well below the 79,181 youth aged 13-17, evidence of declining enrolments moving through the education system.

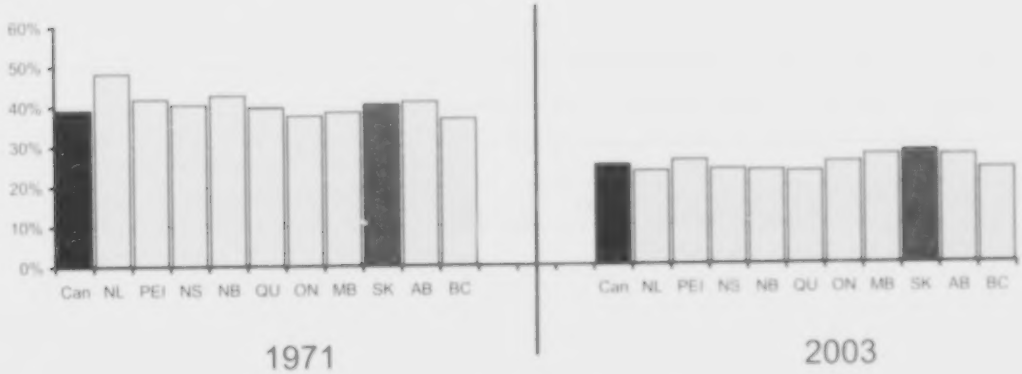
Figure 2: Age Distribution of Saskatchewan's Population, 1971 to 2003



2003 Age Distribution

Age	Population
0-4	60,687
5-9	66,863
10-14	76,521
15-19	79,181
20-29	137,704
30-39	128,421
40-49	155,898
50-59	114,150
60-69	77,131
70+	111,197

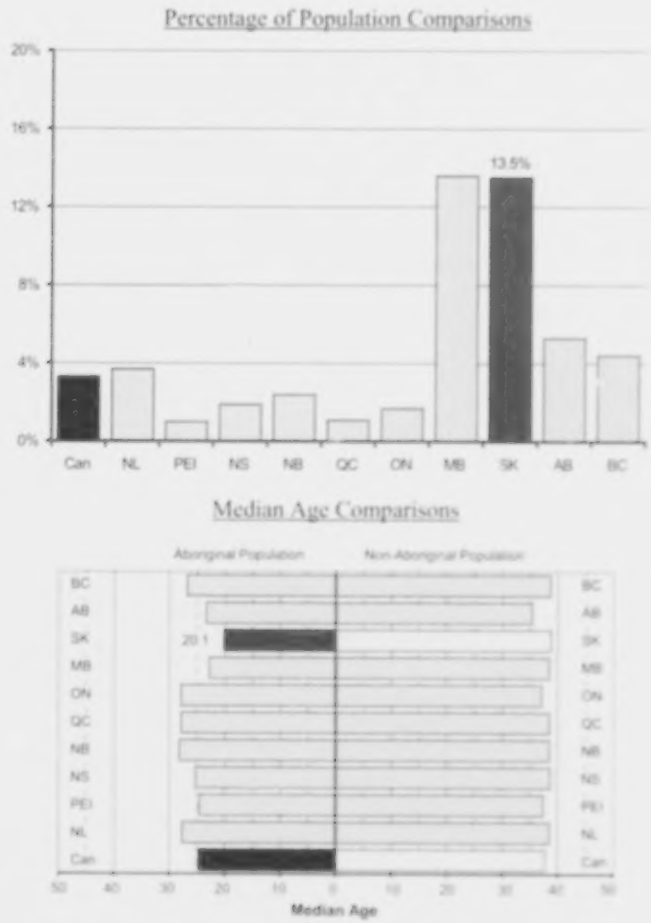
Percentage of Population Under Age 20, Canada and Provinces, 1971 and 2003



Source: Saskatchewan Health. (2003). *2003 Covered Population Book*. Regina, SK.
Statistics Canada. (2003). *CANSIM II Data (Table 051-0001)*.

In 2001, over 13 percent of Saskatchewan's population was represented by Aboriginal people, among the highest in Canada. Figure 3 compares the median age of the Aboriginal and non-Aboriginal populations in each province and in Canada as a whole. In each case, the Aboriginal population is much younger than the non-Aboriginal population. About half of the Aboriginal population in Saskatchewan is under the age of 20 (median age 20.1). This is the youngest median age among the provinces.

Figure 3: Aboriginal Population, Percentage of the Overall Population, and Median Age, Canada and the Provinces, 2001

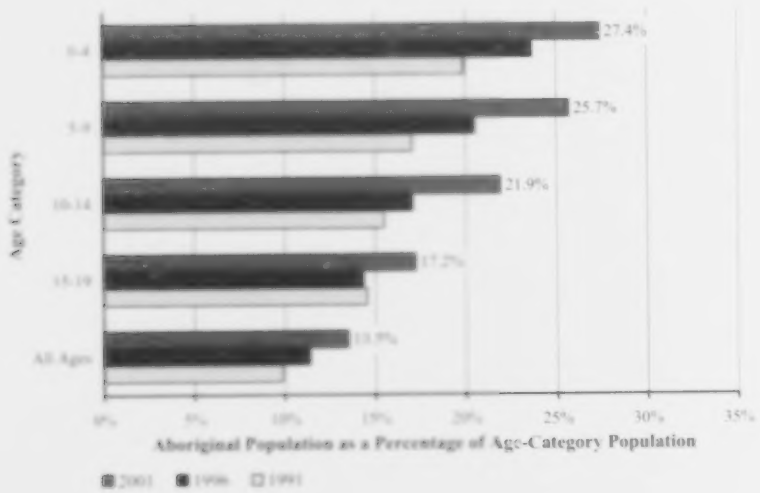


Note: The 2001 Census excludes data from one or more incompletely enumerated First Nations reserves in Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia.

Source: Statistics Canada. (2003). *2001 Census data.* (http://www12.statcan.ca/english/census01/products/standard/themes/index.cfm)

Not only is the Aboriginal population in Saskatchewan young, but it is growing in proportion to the total population, particularly at the Kindergarten to Grade 12 school ages. Figure 4 shows the proportional growth in the Aboriginal population between 1991 and 2001. In 2001, Aboriginal peoples represented 27.4 percent of the pre-school-aged population and about 22 percent of the school-aged population. These proportions are up about 6-7 percentage points from 1991. Although growing in proportion, according to the 2001 Census, the number of Aboriginal children aged 0-4 (16,790) is a smaller group than the number of Aboriginal children aged 5-9 (17,885).

Figure 4: Saskatchewan Aboriginal Population, by Age Category and as a Percentage of the Population of Selected Age Categories, 1991, 1996 and 2001



2001 Aboriginal Population

Age	Population
0-4	16,790
5-9	17,885
10-14	16,860
15-19	13,395
20-24	10,565
25-34	18,870
35-44	16,350
45-54	9,885
55-64	5,375
65+	4,210
All Ages	130,190

Note: The 2001 Census excludes data from one or more incompletely enumerated First Nations reserves in Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia.

Source: Statistics Canada. (1998). *Dimension Series: Package D7, Table ABOR3*. (Electronic Product).

Statistics Canada. (2003). *2001 Census data*. (http://www12.statcan.ca/english/census01/products/standard/themes/index.cfm)

Where do Saskatchewan children and youth live?

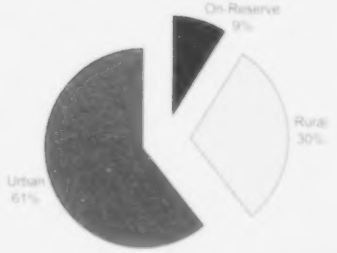
In 2001, over 60 percent of Saskatchewan children and youth aged 0-19 lived in urban areas of the province. Thirty percent lived in rural areas and almost 10 percent lived on First Nations reserves. The distribution of children and youth shown in Figure 5 indicates rural areas may experience smaller proportions of youth in the near future. For instance, there were about 52 youth aged 15-19 living in rural areas for every 100 youth age 15-19 living in urban areas, whereas for the aged 0-4 children, the ratio is reduced to 43 children in rural areas for every 100 children in urban areas.

In 2001, almost 40 percent of Aboriginal youth under age 20 lived on First Nations reserves and about 45 percent lived in urban areas.

Figure 5: Number of Saskatchewan Children and Youth, Aboriginal and Non-Aboriginal, by Age Category, by Location of Residence, 2001

	Age 0-4	Age 5-9	Age 10-14	Age 15-19
Aboriginal Population ...				
On-reserve	6,070	6,725	6,770	5,320
Off-reserve ...				
Rural location	2,430	2,900	2,950	2,320
Urban location	8,285	8,255	7,140	5,760
Non-Aboriginal Population ...				
On-reserve	65	75	55	60
Off-reserve ...				
Rural location	14,065	17,475	21,670	22,570
Urban location	30,255	34,105	38,330	41,675

Percentage of Age 0-19 Total Population, by Location



Note: The 2001 Census excludes data from one or more incompletely enumerated First Nations reserves in Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia.

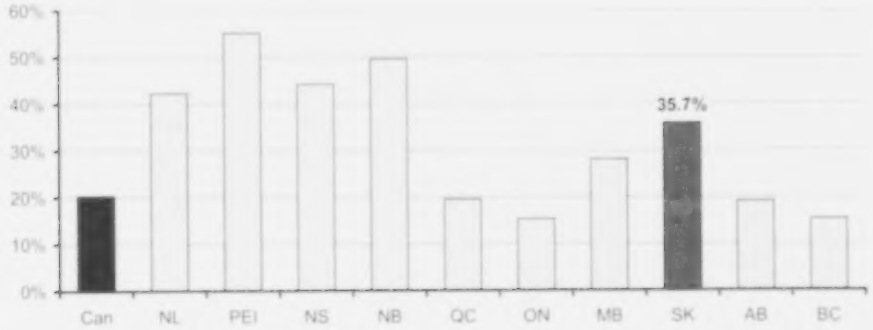
Source: Statistics Canada. (2003). *2001 Census data.* (http://www12.statcan.ca/english/census01/products/standard/themes/index.cfm)

How has the place of residence of Saskatchewan's population changed?

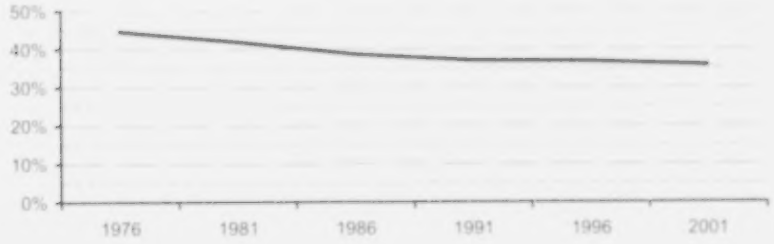
More people live in rural settings in Saskatchewan than any province outside Atlantic Canada. Figure 6 shows that in 2001, 36 percent of Saskatchewan's population were rural residents, down from almost 45 percent in 1976.

The education system is committed to quality education for all children and youth, regardless of where they live. As population numbers decrease in certain regions of the province, the challenge continues to provide equity of opportunity and benefit in the absence of economies of scale.

Figure 6: Rural Population as a Percentage of Total Population, Canada and the Provinces, 2001



Saskatchewan Rural Population as a Percentage of the Total Population, 1976 to 2001

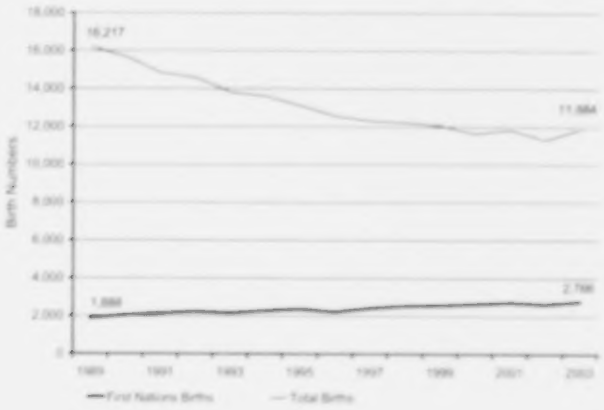


Note: An urban area is defined as having a minimum population of 1,000 and a population density of at least 400 people per square kilometre.

Source: Statistics Canada. (2002). *2001 Census Data*

Birth data suggests the demographic trends in Saskatchewan are likely to continue. Figure 7 shows that overall annual birth numbers declined from 16,217 in 1989 to 11,884 in 2003, while during the same period First Nations births increased from 1,888 to 2,766. During this time, declines in birth numbers occurred more significantly in rural settings (-30 percent) and urban settings (-25 percent), and less so in the North (-18 percent).

Figure 7: Birth Numbers, Saskatchewan, 1989 to 2003



Saskatchewan Births, by Location, 1989, 1996 and 2003

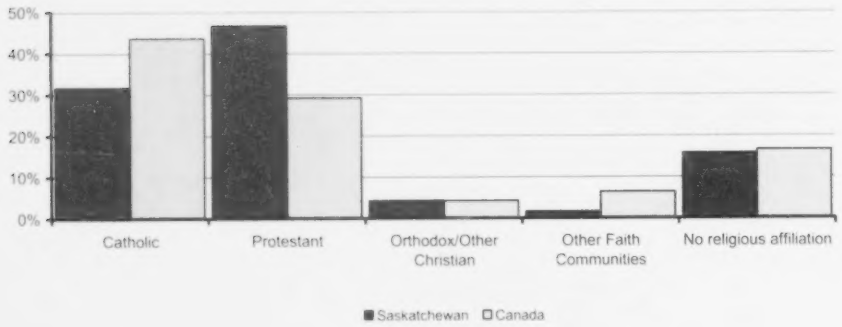
Sub-Population	1989	1996	2003
Rural - Total births	6,407	4,784	4,511
- First Nations births	787	894	1,153
Urban - Total births	9,083	7,203	6,774
- First Nations births	718	920	1,187
North - Total births	727	576	599
- First Nations births	383	393	426

Source: Saskatchewan Health. (2004). *Health Population Data*. Regina, SK.

What are the major religious affiliations of Saskatchewan residents?

Canada and Saskatchewan are multi-faith communities. In Saskatchewan in 2001, over 45 percent of the population was Protestant, compared to fewer than 30 percent nationally. Conversely, in Saskatchewan over 30 percent of the population was Roman Catholic compared to almost 45 percent in Canada as a whole. Almost one-sixth of Saskatchewan residents claimed no religious affiliation, and about 2 percent of Saskatchewan residents were members of other faith communities (Figure 8).

Figure 8: Religious Affiliation in Saskatchewan and Canada, 2001

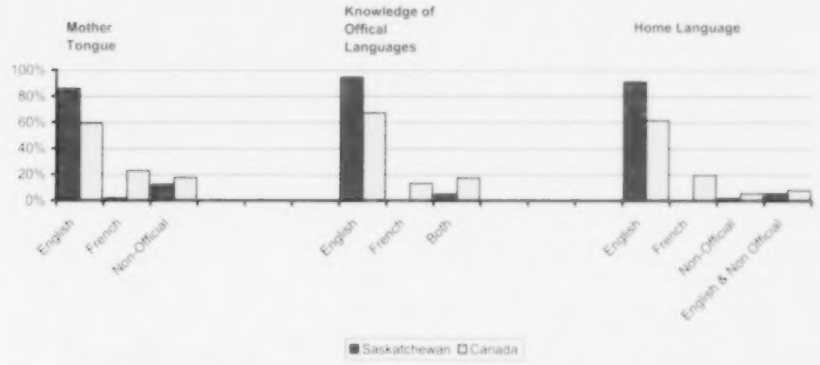


Source: Statistics Canada. (2003). 2001 *Census Data*

How many Saskatchewan residents speak Canada's Official Languages?

Canada and Saskatchewan are multi-lingual societies. In Saskatchewan in 2001, English was the mother tongue of 86 percent of Saskatchewan residents, 95 percent reported knowledge only of English, 91 percent used only English at home, and 96 percent used only English at work. While French was the mother tongue of 2 percent of Saskatchewan residents in 2001, over 5 percent had knowledge of French and English, a few hundred individuals knew only French, about 13,000 speak French at home, and about 6,000 use it at work. For Canada as a whole, both French and non-official languages have a larger presence in all aspects of life than they do in Saskatchewan (Figure 9).

Figure 9: Official Languages in Saskatchewan and Canada, 2001



Home Language	SK	Canada
English	877,655	18,267,830
French	1,850	5,861,130
Non-Official Languages	18,285	1,693,120
English and French	10,525	1,015,915
English and Non-Official Language	53,725	2,463,800
French and Non-Official Language	115	221,755
English French and Non-Official Language	995	115,485

Note: Only Official Languages and language categories involving over 5 percent of the population are shown in the graph.

Source: Statistics Canada. (2003). 2001 *Census Data*

How important is it to learn Aboriginal Languages?

With the Aboriginal population of the province growing as a significant proportion of the total population, particularly at the younger and school ages, the retention and use of Aboriginal languages in homes, in the community and at work is an important consideration.

The post-census Aboriginal Peoples Survey conducted in 2001 shows the extent to which the non-reserve population of Aboriginal ancestry in Saskatchewan attaches importance to the keeping, learning or relearning of an Aboriginal language (Figure 10). Taken together, an additional 10 percent of the survey respondents in Saskatchewan rated this as "very or somewhat important" compared to the respondents across Canada.

Figure 10: Importance of Keeping, Learning or Relearning an Aboriginal Language, by Age Group, Canada and Saskatchewan, 2001

	Very or somewhat important	
Aboriginal ancestry non-reserve population	SK	Canada
Aged 15+	59.8%	49.1%
15-24	58.2%	48.2%
25-44	62.4%	51.5%
45-64	57.6%	45.8%
65 and over	52.7%	47.5%

Note: Includes individuals of Aboriginal ancestry (North American Indian, Métis or Inuit) 15 years of age and older who filled in the Language Section of the Survey, and who do not live on Indian Reserves, except in the Northwest Territories, in which case the total (on and non-reserve) Aboriginal population is included.

The corresponding on-reserve survey is not considered representative of the whole province.

Source: Statistics Canada. (2004). *2001 Aboriginal Peoples Survey*.

Social Trends in Saskatchewan

Our world continues to change at an increasing rate. Changes can pose challenges and create opportunities both for our youth and for the education system in the preparation of those youth. An important goal of education is that all youth will develop the necessary skills to overcome obstacles and recognize opportunities as they adapt to, benefit from and contribute to a dynamic society. This section identifies some of the social contexts for education in Saskatchewan.

In Saskatchewan

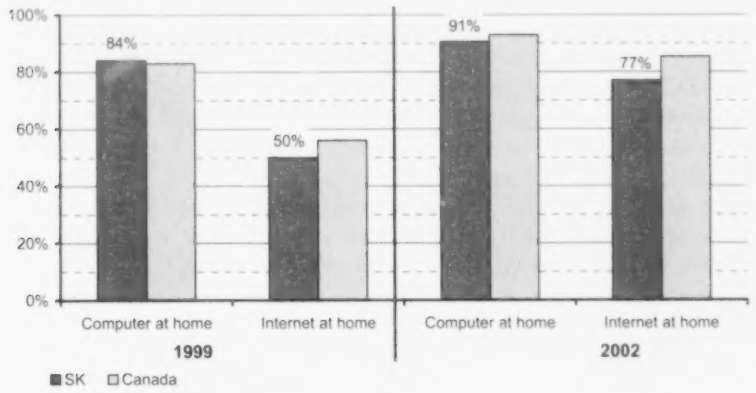
- *most homes have and use computers*
- *increasing proportions of families with young children are lone-parent families*
- *almost one in five children live in poverty*
- *almost 9 out of 10 youth have good functional health – 9 out of 10 have no risk of depression*
- *birth rates to teens are among the highest in the country*
- *youth crime charge rates are more than double the Canadian rate*

How commonplace are computers in Saskatchewan households?

Expectations of quality, productivity and accessibility have escalated, requiring growing knowledge, skill and creativity to capably respond to those expectations. The computer, email and the Internet have increased our workloads and, at the same time, provided resources to address our workloads. The advent of computers with greater power, speed and storage capacity at decreasing costs has allowed the computer to become a common fixture in many households in the province.

Increasing numbers of students have computers and access to the Internet at home. In 2002, about nine out of ten Saskatchewan 13- and 16-year-old students report access to a computer at home, up from 84 percent three years earlier. Access at home to the Internet increased dramatically in that three-year period, from 50 percent to 77 percent of 13- and 16-year-olds. These percentages are similar to overall Canada figures. About half the surveyed students use their home computer for school purposes at least one hour per week (Figure 11).

Figure 11: Availability and School-Related Use of Computers at Home, Saskatchewan and Canada, 1999 and 2002



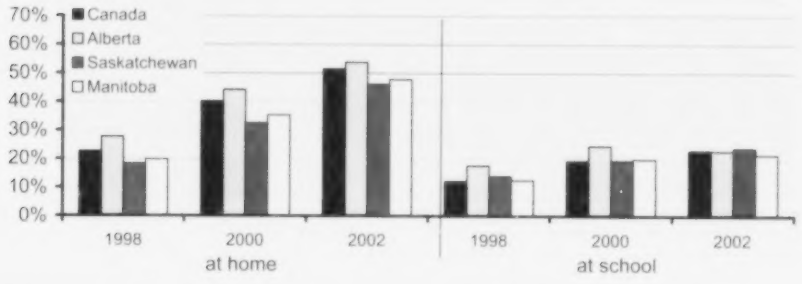
Use home computer at least one hour per week for:		SK	Canada
For school purposes	13-year-olds	47%	50%
	16-year-olds	47%	56%
For entertainment	13-year-olds	83%	83%
	16-year-olds	70%	73%

Source: Council of Ministers of Education, Canada. *School Achievement Indicators Program: 1999 and 2002 Student Questionnaire, Unpublished Data*. Toronto, ON.

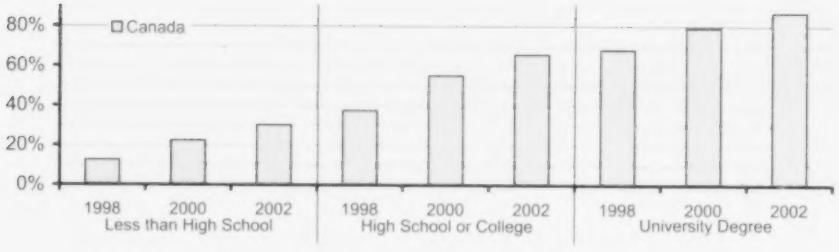
Increased Internet access at home has translated to increased numbers of regular-user households and broader purposes of use. Figure 12 shows that the percentage of Saskatchewan households regularly using the Internet at home more than doubled from 1998 to 2002, and the growth in usage at school has almost doubled over the same period. Internet connections are much more common in households where the head of the household has higher education levels; however, substantial gains have occurred in all household types. Among the uses of the Internet from home over the period 1998 to 2002, e-mail use has become almost universal, formal education/training has grown to almost 50% of users, and job searches are emerging as a significant new use.

Figure 12: Percentage of Households Using the Internet, by Location of Use, by Education Level of Household Head and by Purpose, 1998, 2000 and 2002

... where



... by educational level of household head (use at any location)



... by Internet activity purpose (regular home-user household)

Percentage of Regular Home-User Households Engaging in the Following Internet Activities at Home, Canada

	1998	2000	2002
E-mail	86%	93%	95%
Electronic banking	23%	37%	51%
Purchasing goods and services	11%	24%	31%
Medical or health information	43%	57%	64%
Formal education/training	30%	47%	47%
Government information	36%	47%	57%
Playing games	34%	45%	50%
Chat groups	25%	27%	27%
View the news	-	51%	53%
Travel information/arrangements	-	55%	59%
Search for a job	-	31%	35%

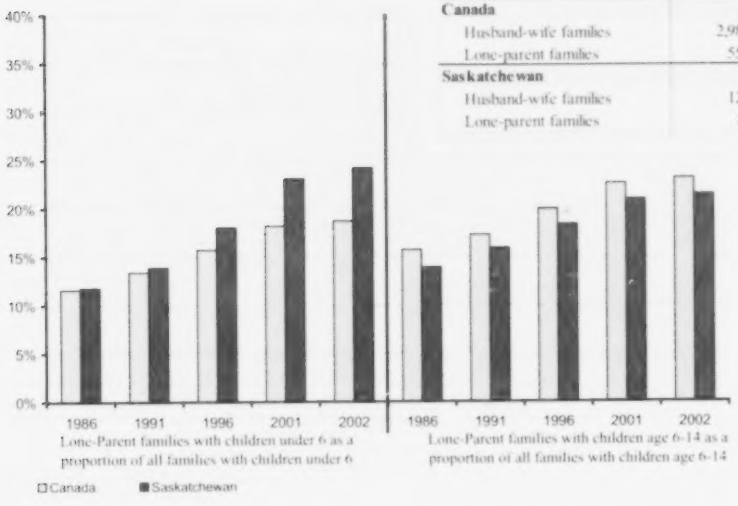
Source: Statistics Canada. (2003). *CANSIM II data (Tables 358-0002, 358-0005, and 358-0006).*

How are family structures changing?

Children attending school come from a variety of family structures including lone-parent, two-parent, blended and extended families. The factors that contribute to the level of support provided to a child are unique from one family to another; however, some challenges in providing that support may be similar for families in similar structures. Educators and policy-makers need to consider a broad range of family structures and backgrounds when planning for learning activities and school-home partnering and communication.

In 2002, almost one in four Saskatchewan families parenting a child under age 6 was supported by a lone-parent, double the proportion in 1986 and 5 percentage points higher than the Canadian proportion. About 21 percent of Saskatchewan families with a child age 6-14 were lone-parent families in 2002, slightly lower than the Canadian percentage (Figure 13).

Figure 13: Families by Age of Children, by Family Structure, Canada and Saskatchewan, 1986, 1991, 1996, 2001 and 2002



Number of Families With at Least One Child Under Age 18	1986	2001	2002
Canada			
Husband-wife families	2,987,472	3,090,709	3,093,614
Lone-parent families	550,685	866,533	893,812
Saskatchewan			
Husband-wife families	120,681	101,191	99,596
Lone-parent families	19,962	28,887	29,505

Note: Husband-wife families include common-law and blended family relationships.

Source: Statistics Canada. (2003). *Annual Demographics Statistics, 2002 (Table 4.6)*. Catalogue #91-213-XPB. Ottawa, ON.

What proportion of the Aboriginal population attended residential schools?

In 1867, the newly formed federal government became responsible for Indian education across the whole country. Initially, day schools were set up on reserves in accordance with treaties. Beginning in the 1880s "mission boarding" schools administered by churches on behalf of the federal government were established on reserves, and "industrial" schools run off reserve by the federal government began to teach trades to students at about age 14. Attendance at these "residential" schools (as the boarding and industrial schools were known after 1920) reached a peak of 38,000 students across Canada in 1958. In 1969, the federal government took over the direct administration of these schools, and began to end the residential school system of administration. The last federally administered residential school closed in Saskatchewan in 1996.

The post-census Aboriginal Peoples Survey conducted in 2001 shows that over 11 percent of the non-reserve population of Aboriginal ancestry in Saskatchewan attended residential schools compared to less than five percent of their peers across Canada. An even greater percentage of the on-reserve population in Saskatchewan attended residential schools. The closing of the residential schools over time is demonstrated by the falling percentage of those who attended residential schools within the younger age groups (Figure 14).

Figure 14: Residential School Attendance by Age Group, Canada and Saskatchewan, 2001

	Attended residential school	
Aboriginal ancestry non-reserve population	SK	Canada
Aged 15+	11.3%	4.7%
15-34	8.6%	2.1%
35-44	10.8%	4.4%
45-54	16.0%	8.4%
55 and over	21.0%	10.4%

Note: Includes individuals of Aboriginal ancestry (North American Indian, Métis or Inuit) 15 years of age and older who filled in the Education Section of the Survey, and who do not live on Indian Reserves, except in the Northwest Territories, in which case the total (on and non-reserve) Aboriginal population is included.

The corresponding on-reserve survey is not considered representative of the whole province.

Source: Statistics Canada. (2004). *2001 Aboriginal Peoples Survey*.

What percentage of Saskatchewan children live in low income households?

Although low income does not harm all children, it does put them at greater developmental risk. Low income can and does have adverse effects on children's cognitive, physical and social development, reducing their chances of success in school and later on in their work lives. The challenge is to support the development of these children so they grow up to be resourceful adults.

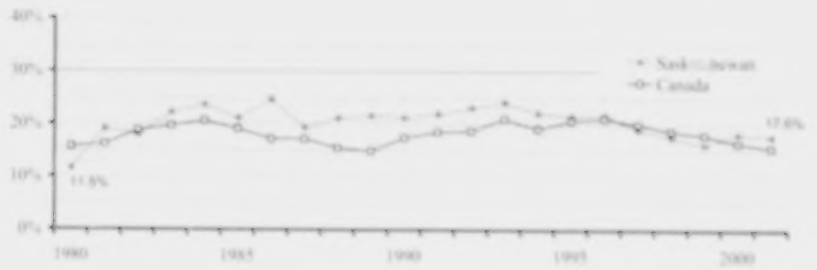
The pre-tax low income cut-off figures established by Statistics Canada are one way of assessing the prevalence of low incomes in any community. The dollar amounts for low income cut-offs are determined by family size and community size. They do not show the effects of government programs in each jurisdiction on levels of income.

As measured by the pre-tax low income cut-off, low incomes are experienced most frequently in Canada and in Saskatchewan, by children under age 18 in single-mother families. Figure 15 shows that the prevalence of low income in Canada and Saskatchewan has declined between 1999 and 2001 for children living in single-mother families, but not for those living in two-parent families in Saskatchewan.

Figure 15: Children Under 18 Living in Low Income Households, by Family Type, Saskatchewan and Canada, 1980-2001

Family Type		Poverty Rates		Provinces with equal or lower rates than SK for 2001:
		1999	2001	
All Family Types	SK	11%	10%	PEI, ON, AB
	Canada	12%	11%	
Two-Parent Families with Children	SK	8%	9%	NB, ON
	Canada	10%	10%	
Single-Mother Families	SK	46%	43%	QUE, ON, AB
	Canada	52%	42%	

Percentage of Children Under 18 from All Family Types Living in Poverty



Note: Poverty is defined using Statistics Canada's low income cut-offs for the specified years. These figures differ slightly from previously reported figures because of adjustments made in the source data. The sample on which the figures are based did not include those living on reserves nor those living in institutions.

Source: National Council of Welfare. (2004). *Poverty Profile, 2001*. Ottawa, ON.
National Council of Welfare. (2002). *Poverty Profile, 1999*. Ottawa, ON.

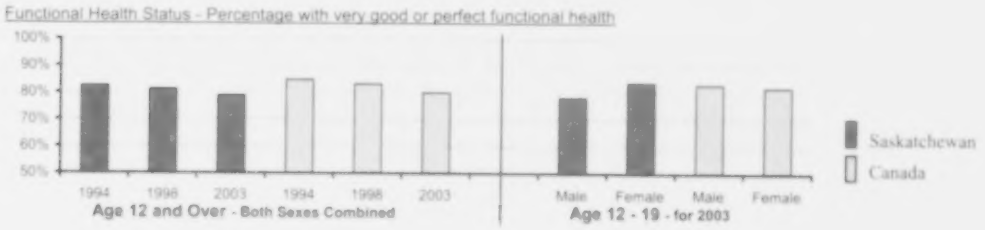
How healthy are Saskatchewan people?

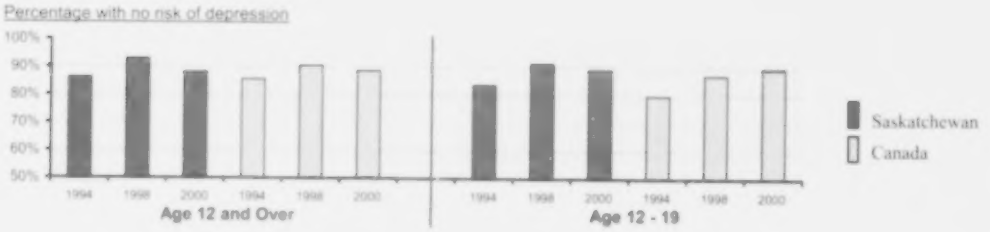
Monitoring the health and health-related attitudes and activities of the population provide an indication of how the public is responding to healthy lifestyle education (Figure 16).

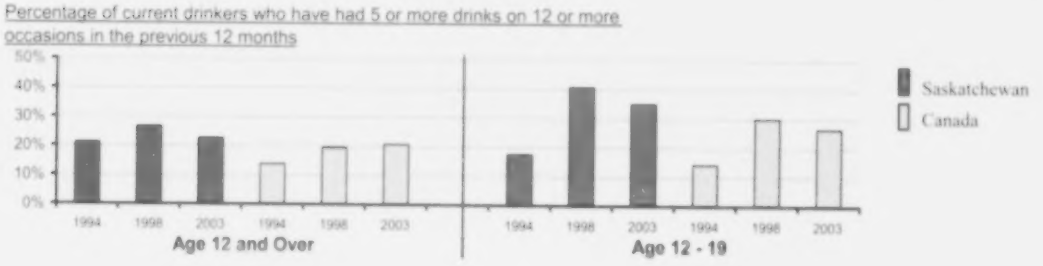
Over the period 1994 to 2003, the percentage of those reporting very good or perfect functional health declined over four percentage points in both Saskatchewan and across Canada. Within Saskatchewan, in 2003, the rate at which females aged 12 to 19 reported very good or perfect excellent health exceed the corresponding rate for males by over 5 percentage points. The percentage of youth in both Saskatchewan and across Canada who reported no risk of depression in 2003 was just under 90 percent, an improvement from the levels reported in 1994. In both 1998 and 2003, Saskatchewan youth who reported drinking alcohol, said they consumed 5 or more drinks on 12 or more occasions in the previous 12 months at a rate about 10 percentage points higher than the rate reported for all of Canada.

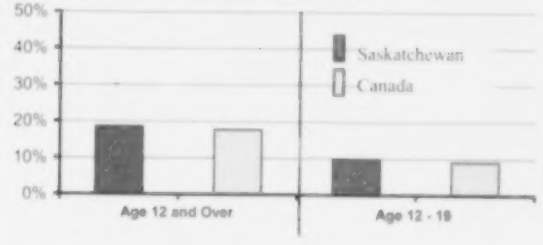
In 2003, less than 10 percent of Saskatchewan youth described themselves as daily smokers, a rate similar to that reported by Canadian youth, and about half the rate of all Saskatchewan smokers. About one-third of all current and former smokers surveyed in 2003, said they started smoking when they were younger than 15.

Figure 16: Health Status, Risk of Depression, Smoking Prevalence and Drinking Frequency, Saskatchewan and Canada, Age 12 and Over, Age 12-19, 1994, 1998 and 2003









Smoking Initiation Age of Current and Former Smokers, Saskatchewan, 2003

Current Age	Smokers	Percentage of Age Group Who Started Smoking at Age ... 5-11	12-14	15-19
12-14	4,796	31%	65%	-
15-19	29,844	11%	46%	41%
20-34	114,142	6%	34%	54%
12 and over	510,219	7%	32%	47%

Note: Number of smokers include both current and former smokers.

Note: [1]Functional health is based on a description and a valuation of health according to the Comprehensive Health Status Measurement System.

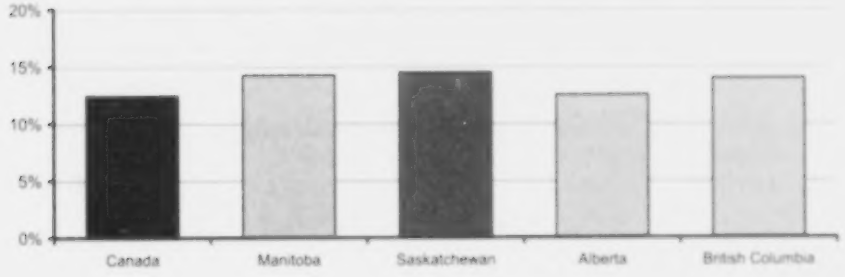
For the Risk of Depression series, 2003 data was not available for Saskatchewan.

Source: Statistics Canada. (2004). *CANSIM II Data (Tables 105-0213, 105-0005, 105-0231, 105-0227 and 105-0252).*

How common are disabilities?

A post-census survey conducted by Statistics Canada in 2001 revealed that a significant portion of the population reported difficulties with daily living activities or indicated that a physical condition, mental condition or health problem reduced the kind or amount of activities they could do. In Saskatchewan, over 14 percent of survey respondents indicated they had disabilities, compared to over 12 percent for Canada as a whole. The survey also showed that the rate of disability increased with age from 3.3% among children aged zero to 14, to nearly 10 percent among adults aged 15 to 54, and over 40 percent for persons aged 65 and older (Figure 17).

Figure 17: Percentage of Population with Disabilities, Saskatchewan and Canada, 2001



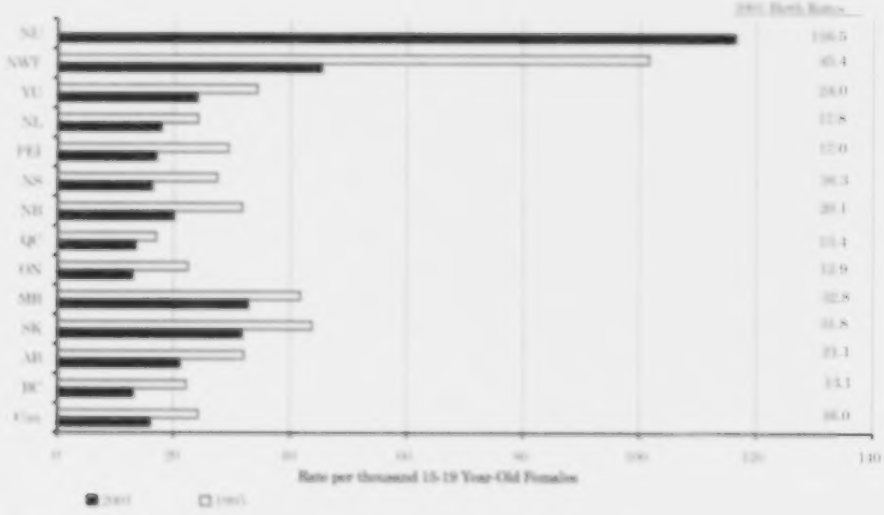
Source: Statistics Canada. (2003). *Participation and Activity Limitation Survey, 2001.* Catalogue No. 89-587-XIE.

What are birth rates and pregnancy rates among teens?

Teen pregnancy influences the lives of both the young mother and her infant. The young mother's chances of finishing school are reduced and her potential for living in poverty increased. Her child's chances of low birth weight, accompanied by subsequent developmental problems and a life of poverty, are increased.

In 2001, Saskatchewan's birth rate of 31.8 births per thousand 15- to 19- year-old females continues to decline. It is the second highest among the provinces, nearly double the Canadian rate, although less than the 44.5 figure experienced in 1995. However, the teen pregnancy outcome chart for 2000 (Figure 18) shows teen pregnancy rates in Saskatchewan may not vary from other provinces as much as is indicated in the graph. Instead, Saskatchewan teens are more likely than teens in other provinces to choose to carry their child to term.

Figure 18: Birth Rates Among Females Aged 15 to 19 Years, Canada and Provinces, 1995 and 2001



Teen Pregnancy Outcomes, 2000

2000 Teen Pregnancy Outcomes, Rates per 1000 Age 15-19 Females

	Canada	AB	SK	MB
Teen Pregnancies	38.2	44.5	48.2	58.7
- Live Births	17.2	22.4	35.1	33.5
- Induced Abortions	20.2	20.4	11.9	22.7
- Fetal Loss	0.8	1.6	1.3	2.5

Source: Statistics Canada. (2004). *Annual Demographics Statistics, 2003 (Tables 1.16 through 1.29 and 5.4).* Catalogue #91-213-XPB. Ottawa, ON.

Statistics Canada. (2003). *CANSIM II Data (Table 106-9001).*

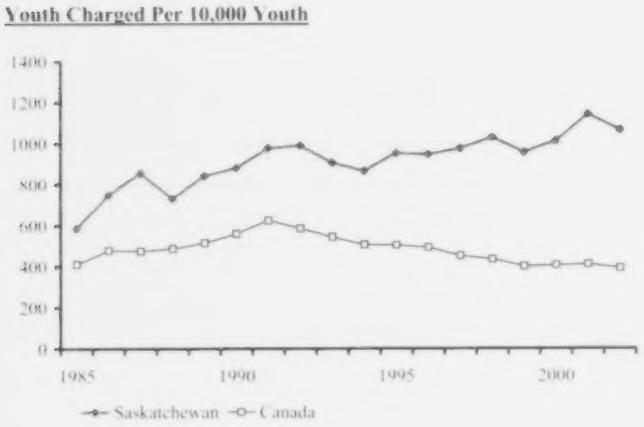
What are youth charge rates in Saskatchewan?

While the great majority of Saskatchewan youth have not had a brush with the law, others charged with criminal or statute offences are heard in youth court. Youth court outcomes include dismissal of charges, fines, probation, open custody and closed custody. These outcomes can lead to discontinuity in the youth's education and affect how the youth continues to mature in skills, attitudes and values in preparation of becoming a productive member of society.

Figure 19 shows that 10,027 Saskatchewan youth were charged in 2002, resulting in 7,749 cases before the youth courts. In total, 4,846 youths appeared in youth court (some youth appeared in more than one case, charged with more than one offence). Saskatchewan's youth charge rates were more than double the Canadian rates. The widening gap in charge rates between Saskatchewan and Canada during the previous decade may not indicate greater occurrences of crime in Saskatchewan, but may reflect different approaches taken across Canada that emphasize non-judicial interventions and alternative measures to custody.

The federal *Youth Criminal Justice Act*, implemented beginning in 2003, requires police to consider non-court measures for youth accused of less serious offenses. These include informal police warnings, referrals to community programs, formal police cautions and mandatory school attendance.

Figure 19: Youth Charge Rates and Youth Court Statistics, Saskatchewan and Canada, 1985 to 2002



2002 Saskatchewan Youth Crime	
Youths Charged ...	10,027
Violent Crimes ...	1,508
Property Crimes ...	4,297
Youth Court Statistics:	
Charges ...	18,873
Cases ...	7,749*
Persons ...	4,846

Note: Rates per 10,000 youth are based on the age 12-17 population. A youth may be charged in more than one incident or for different types of offence, so youths charged and rates involve double counting of individuals.

*Beginning in 2001-02, the Youth Court Survey changed its definition of a case to include one or more charges against a person disposed of in court on the same day. This change produces case counts slightly lower than those produced by the earlier definition.

Source: Statistics Canada. (2003). *CANSIM II data (Tables 252-0014 and 051-0001).*
Statistics Canada. (2004). *CANSIM II data (252-0027).*

Economic and Labour Trends

Economic factors provide information about emerging issues and competing pressures for resources, all of which influence children's quality of life, their ability to learn, and their potential for success in school and in life.

How well is Saskatchewan's economy doing?

The Saskatchewan economy has continued to grow since 1990. Adjusted for inflation, Saskatchewan's gross domestic product (GDP) increased by 29 percent between 1990 and 2003. The labour force has grown from 488,600 in 1990 to 515,800 in 2003, and the 94.4 percentage of the labour force employed was higher than in 1990, but slightly lower than in 2000. Overall, Saskatchewan citizens experienced increases in total personal income. The $24,846 per person income represents an increase of 40 percent from 1990 to 2003, which is higher than the 34.4 percent inflation during that same period (Figure 20).

In Saskatchewan

- *the size of the labour force and employment rates have risen slightly*
- *personal income has outpaced inflation since 1990*
- *educational attainment levels of the population have increased*
- *Grade 12 completion is key to being employed*
- *a post-secondary education is key to being paid well on the job*

The graph in Figure 20 shows Saskatchewan economic data as a ratio of Canadian economic data over the period 1990 to 2003. For instance, in 2003, the real GDP per capita ratio was 0.93 indicating Saskatchewan per capita real GDP was about 93 percent of the corresponding Canadian figure. This ratio increased from 0.89 in 1990, peaked at 0.98 in 1997, and has been about 0.93 the last few years. The ratio of Saskatchewan per capita personal income to the corresponding Canadian figures shows a similar pattern at lower levels over the same time period.

The relatively flat lines for employment rates and consumer price index show that similar changes occurred in the economies of both Saskatchewan and Canada.

Figure 20: Selected Saskatchewan Economic Indicators and Canadian Comparisons, 1990 to 2003

	Saskatchewan				Canada
	1990	1995	2000	2003	2003
Personal Income (Per Capita)					
- Wages, salaries and supplementary labour income	9,512	10,931	13,483	15,413	19,523
- Net income received by farm operators from farm production	661	576	175	-24	34
- Other income	7,468	8,140	9,300	9,457	9,785
- Total personal income	17,641	19,647	22,958	24,846	29,342
Labour Force	488,600	492,100	511,700	515,800	17,046,800
Employed as a Percentage of the Labour Force	93.0%	93.4%	94.8%	94.4%	92.4%
Consumer Price Index (1992 year = 100)	94.1	106.9	116.7	126.5	122.3
Real GDP (Millions 1997$)	24,768	27,086	30,747	31,984	1,092,891
Real GDP Per Capita (1997$)	24,593	26,709	30,510	32,150	34,553

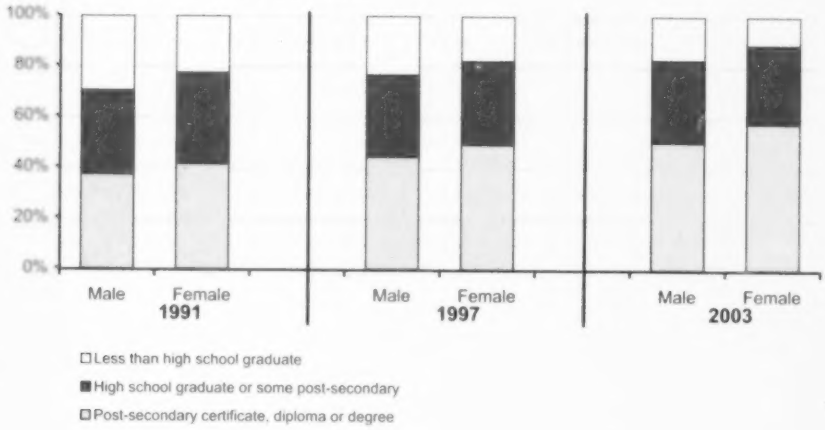
Note: Values on the graph greater than 1.00 indicate Saskatchewan's rate is higher than Canada's rate. Historical numbers may have changed due to ongoing maintenance of the Statistics Canada database.

Source: Saskatchewan Bureau of Statistics. (2003). *Economic Review 2003*. Regina, SK.
Saskatchewan Bureau of Statistics. (2004). *Provincial Economic Accounts 2003*. Regina, SK.
Statistics Canada. (2004). *CANSIM II Data (Tables 282-0002, 380-0002, 384-0001 and 384-0012)*
Statistics Canada. (2003). *CANSIM II Data (Table 051-0001)*
Saskatchewan Bureau of Statistics. (2004). *http://www.gov.sk.ca/bureau.stats/cpi/hisindex.htm*. Regina, SK.

How does education level affect employment status and income?

The education levels of Saskatchewan's population have steadily increased. From 1991 to 2003, according to labour force survey estimates, the percentage of males and females (age 25-54) with at least a high school certificate increased from 71 percent to 83 percent and from 78 percent to 89 percent, respectively. In this twelve-year period, the percentage of age 25-54 females with a post-secondary certificate, diploma or degree improved significantly from 42 percent to 58 percent (Figure 21).

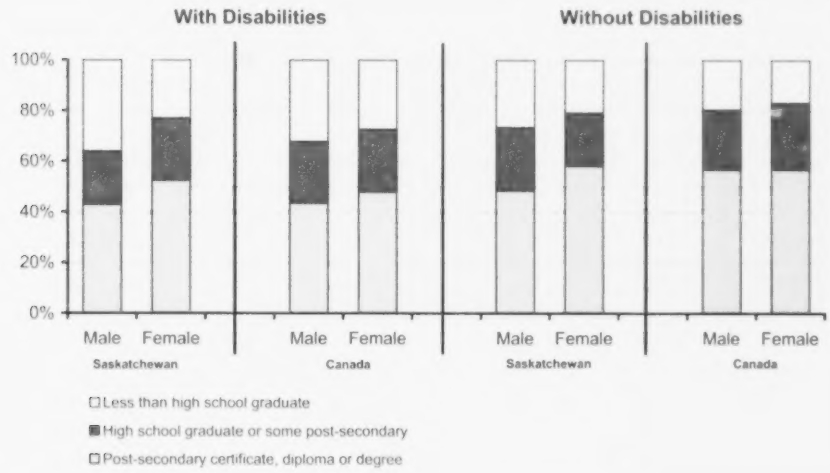
Figure 21: Educational Attainment Level of Saskatchewan 25- to 54-Year-Olds, 1991, 1997 and 2003



Source: Statistics Canada. (2004). *Labour Force Survey Data (CANSIM II Table 282-0004).*

Figure 22 shows educational attainment levels for persons, aged 25-54, with disabilities are lower than those without disabilities. In Saskatchewan, 43 percent of males and 53 percent of females with disabilities have a post-secondary credential. For those without disabilities, 48 percent of males and 58 percent of females have a post-secondary credential. A greater proportion of individuals with disabilities, particularly males, do not achieve high school graduation as their highest level of education, compared to those without disabilities. For persons with disabilities, percentages attaining post-secondary credentials in Saskatchewan are similar for males and higher for females, when compared to the overall Canada results.

Figure 22: Highest Level of Educational Attainment for Individuals, 25 to 54 Years Old, With and Without Disabilities, Saskatchewan and Canada, 2001

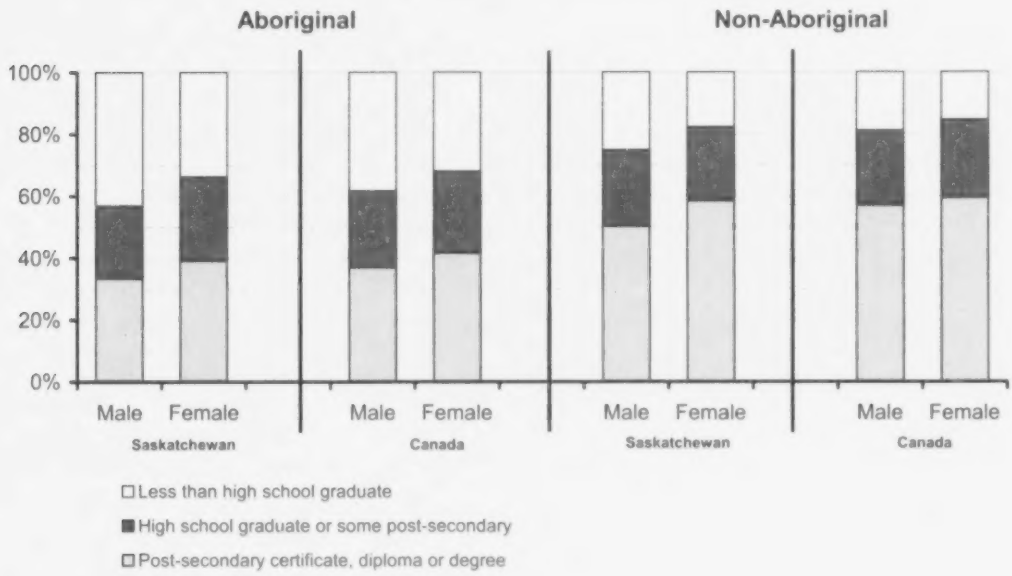


Source: Statistics Canada. (2003). *Participation and Activity Limitation Survey, 2001*, Catalogue No. 89-587-XIE.

In 2001 in Saskatchewan, 43 percent of Aboriginal males aged 25 to 44 did not graduate from high school, compared to 25 percent of non-Aboriginal males, or 38 percent of Canadian Aboriginal males. The corresponding rates for females are lower in each instance, which mean higher rates of educational success. Approximately one-quarter of all Canadians aged 25 to 44 achieved high school graduation or some post-secondary education as their highest level of education.

In Saskatchewan, 34 percent of Aboriginal males aged 25 to 44 earned a post-secondary certificate, diploma or degree compared to 50 percent of non-Aboriginal males, or 37 percent of Canadian Aboriginal males. The rates for females show similar patterns, but are 4 to 8 percentage points higher than the corresponding rates for males (Figure 23).

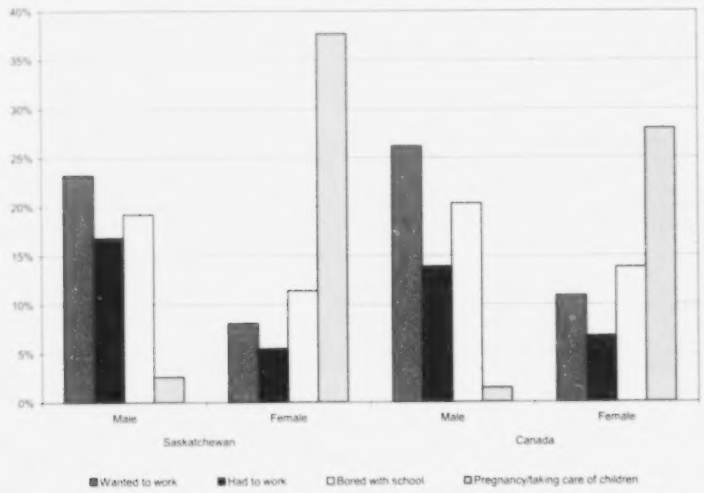
Figure 23: Highest Level of Educational Attainment for Aboriginal and Non-Aboriginal Population, 25- to 44 Years Old, Saskatchewan and Canada, 2001



Source: Statistics Canada. (2003). 2001 *Census Data.*

In Saskatchewan, 39 percent of Aboriginal males and 35 percent of Aboriginal females aged 15 to 34 did not complete elementary or high school. Among the males, the primary reasons given by 40 percent of them related to work, the same percentage as reported by the Canadian Aboriginal males. For the females, pregnancy or taking care of children was the primary reason reported by 37 percent of them, while 28 percent of Canadian Aboriginal females who did not complete their schooling, cited the same reason. The second most common reason reported by all groups, was that they were bored with school (Figure 24).

Figure 24: Common Reasons for not Completing Elementary/Secondary School, Aboriginal non-reserve population, Age 15 to 34, Saskatchewan and Canada, 2001



Note: Respondents may have reported more than one reason for not completing elementary/high school.

Includes individuals of Aboriginal ancestry (North American Indian, Métis or Inuit) aged 15-34 years, who indicated in the Education Section of the Survey that they did not complete elementary or high school, including those who had the General Education Development certificate as their highest level of schooling, and who do not live on Indian Reserves, except in the Northwest Territories, in which case the total (on and non-reserve) Aboriginal population is included.

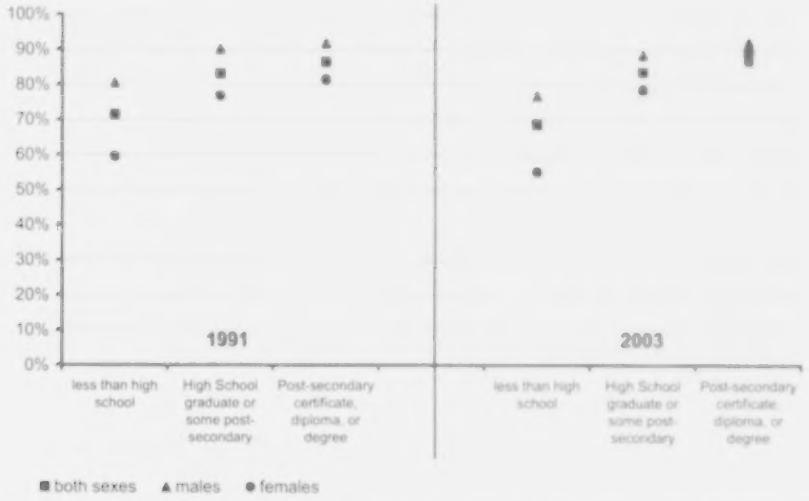
The corresponding on-reserve survey is not considered representative of the whole province.

Source: Statistics Canada. (2004). *2001 Aboriginal Peoples Survey.*

The percentage of the population that is employed at any one time is dependent on a number of factors. These include how many people are actively looking for work (i.e., the size of the labour force) and how many employment opportunities are available (i.e., the state of the economy and labour market).

Figure 25 indicates that education level is a strong predictor of employment status. Over 80 percent of the Saskatchewan population aged 25 to 54 with a high school certificate or higher education were employed in both 1991 and 2003, significantly higher than the employment percentage of those with less than a high school certificate. Employment rates for those with less than high school declined over the period, and climbed for those with a post-secondary certificate, diploma or degree. Employment rates of males and females are quite different if they have left high school, but become similar if they have post-secondary education credentials.

Figure 25: Percentage of Saskatchewan 25- to 54-Year-Olds Employed, by Education Level, 1991 and 2003

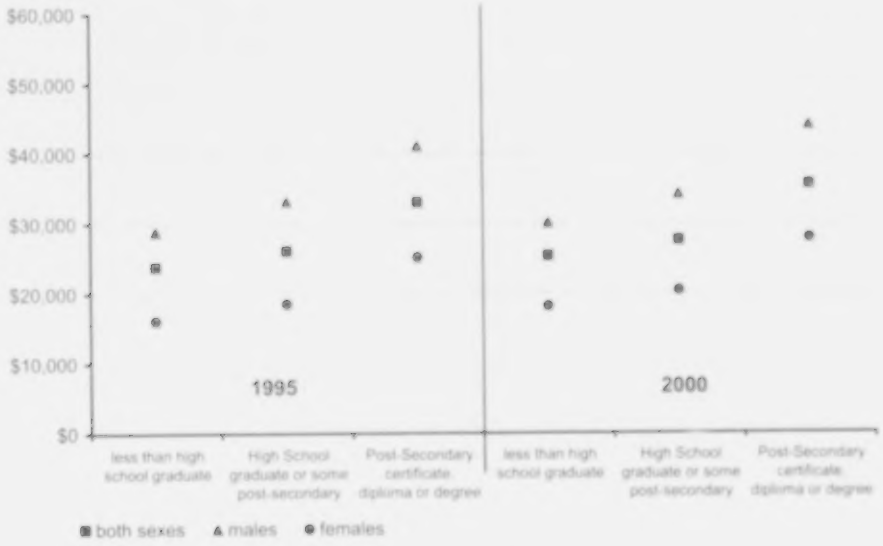


Note: Employment shown in the graph above is expressed as a percentage of the population, not a percentage of the labour force as shown in Figure 20.

Source: Statistics Canada. (2004). *Labour Force Survey Data (CANSIM II Table 282-0004).*

Where having at least a Grade 12 certificate is a significant contributing factor to being employed, having a post-secondary certificate, diploma or degree seems to be a significant contributing factor to being paid well for work. In 2000, the average work activity income of post-secondary graduates ($35,460 constant 2000 dollars) was 29 percent higher than that of individuals who have graduated from high school or who have some post-secondary education. The average income of those who have graduated from high school or have some post-secondary education was 9 percent higher than for those who did not complete Grade 12. Although the average work activity income of females is much lower than males, the relationship between educational attainment levels and income are similar for the female and male sub-populations (Figure 26).

Figure 26: Employment Income of Saskatchewan 25- to 54-Year-Olds, by Education Level, 1995 and 2000



Note: Income is work activity income reported in **constant 2000 dollars**.

Source: Statistics Canada. (2003). *2001 Census Data*.

What job opportunities are forecasted for the near future?

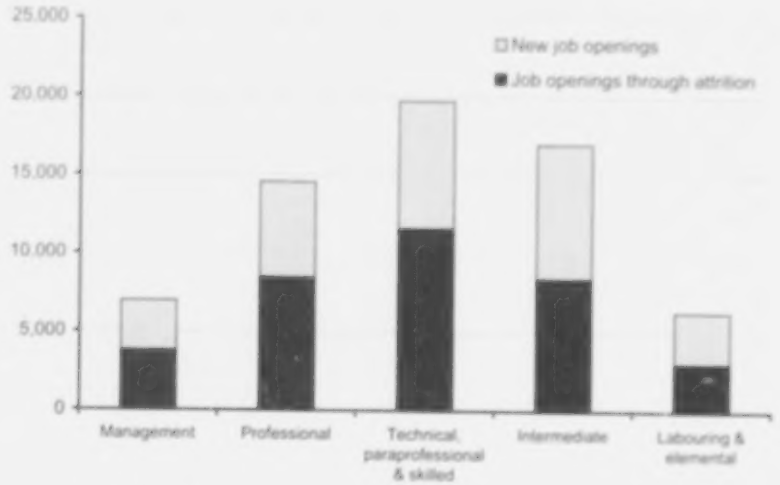
Individuals' skill levels, as defined by the minimum amount of education and training required to enter an occupation, affect their occupational choices and their ability to compete in the labour market. The National Occupational Classification system categorizes skill levels as follows:

- *Professional occupations* require a university degree or diploma;
- *Technical, paraprofessional and skilled occupations* require a community college or trade/vocational certificate or diploma;
- *Intermediate occupations* require high school graduation or up to two years of on-the-job training, training courses or specific work experience; and,
- *Labouring and elemental occupations* require less than high school graduation and/or on-the-job training.

Management occupations are not assigned a skill level category because factors other than education and training, such as previous experience, are often more significant determinants for employment.

Although job opportunities are forecast for citizens of all skill levels, occupations requiring post-secondary education continue to grow at a faster rate than those requiring high school graduation or lower education. About 41,000 (or 64 percent) of the almost 65,000 job opportunities forecast for 2002-2007 are expected to require management skills or post-secondary education (Figure 27). Over 80 percent of all job opportunities are projected to be in the service-producing sector of the economy, primarily in business, trades, and sales and service occupations.

Figure 27: Projected Job Openings by Skill Level, Saskatchewan, 2002-07



Source: Saskatchewan Learning and Human Resources and Skills Development Canada. (2004). *Saskatchewan Employment Demand Forecast 2003.* Regina, SK.

Saskatchewan's Education System

This section primarily describes the education system and the human and financial resources committed to provincial schools. These indicators provide more specific context for student learning processes and outcomes.

Saskatchewan's education system is based on *The Education Act, 1995* and is made up of all the individuals and organizations that are committed to providing high-quality education for our youth. The education system is described under the following headings:

- Saskatchewan Students
- Saskatchewan Educators
- Saskatchewan Schools
- Saskatchewan School Divisions
- Education Finance

Most indicators in this section describe the provincially-funded education system. This means the numbers do not include independent school, home school or First Nations school data, unless otherwise noted.

Saskatchewan Students

Where do Saskatchewan youth receive their elementary and secondary education?

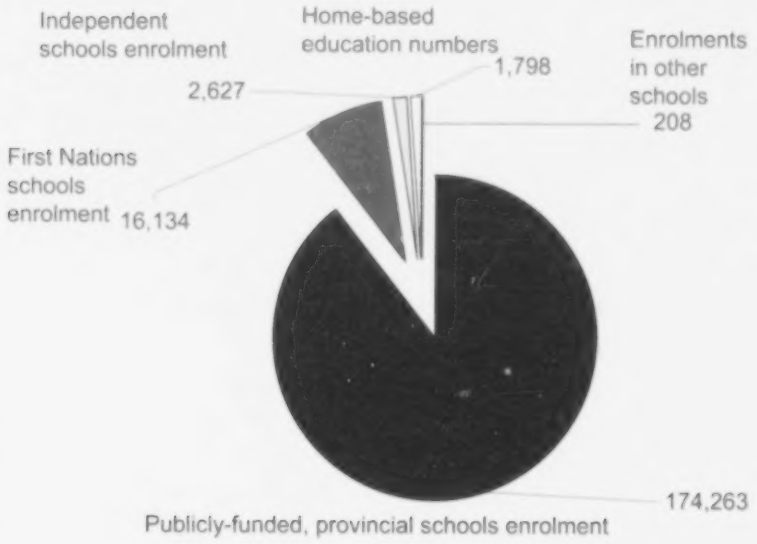
Although the large majority of children and youth attend publicly-funded, provincial schools, some parents and guardians may register their child in a First Nations school or independent school, or may facilitate their child's learning through home-based education.

In June 2003, there were 190,000 children and youth aged 5-17 in Saskatchewan. Figure 28 provides an overview of numbers of children and youth pursuing their education at different institutions. About 90 percent of elementary/secondary students attended publicly-funded, provincial schools in 2003-04. The next few pages of this section provide greater detail and trends for student enrolments in these different institutions.

In Saskatchewan

- *parents have choices as to where their children will be educated*
- *there were about 195,000 students in 2003-04, of which 174,263 attended provincial schools*
- *the student population has been declining, particularly in recent years and in rural areas*

Figure 28: Number of Saskatchewan Youth Receiving Elementary or Secondary Education, by School Type, 2003-04



Note: Double counts can occur as student counts may occur at different times for different institutions. Student counts would include some children younger than five and some youth older than seventeen. Not all youth aged 5-17 may be included in the totals. "Other" schools are those not registered as recognized independent schools.

Sources: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.
Saskatchewan Learning. (2004). *Independent Schools Data*. Regina, SK.
Department of Indian and Northern Affairs Canada. (2004). *Unpublished Data*. Regina, SK.

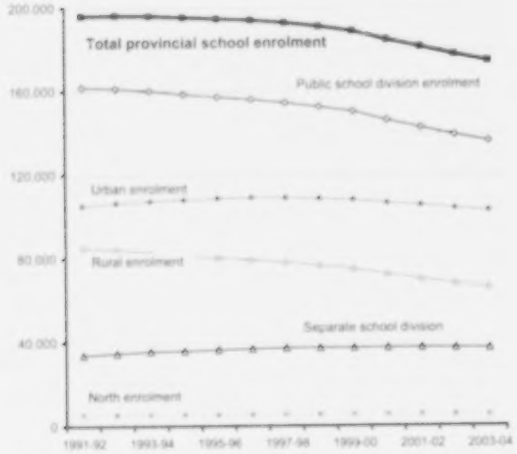
How have publicly-funded, provincial enrolments changed in recent years?

During the 2003-04 school year, there were 174,263 Kindergarten to Grade 12 students in Saskatchewan's provincially-funded education system. This is a decrease of 3,112 students from the previous school year and a decrease of 11% or over 21,000 since the 1993-94 school year.

In the past decade, enrolments have declined 15 percent in public school divisions to 136,050, and risen by over 4 percent in separate school divisions to 37,174. Since their inception in 1994-95, student enrolments in *conseils scolaires* have increased from 854 to 1,039.

Since 1993-94, enrolments have fallen 20% in rural settings to 66,153. Some of the rural student decline can be attributed to reporting changes when a municipality is re-classified (e.g., when a town such as Humboldt became a city, the school setting was reclassified from rural to urban). Enrolments have decreased by over 4 percent in urban settings to 102,845, while remaining rather flat in the mid-5000s in the North. (Figure 29).

Figure 29: Numbers of Students in Publicly-Funded Provincial Schools by Type and Location of Clientele Served, 1991-92 to 2003-04, as of September 30



	1993-94	2002-03	2003-04
Division Type			
Public	160,269	139,007	136,050
Separate	35,682	37,354	37,174
Conseil scolaire	-	1,014	1,039
Location			
Rural	82,935	68,077	66,153
Urban	107,523	103,890	102,845
North	5,493	5,408	5,265
Total	**195,951**	**177,375**	**174,263**

Note: Individual conseils scolaires were established in 1994-95, the province-wide conseil scolaire in 1998.

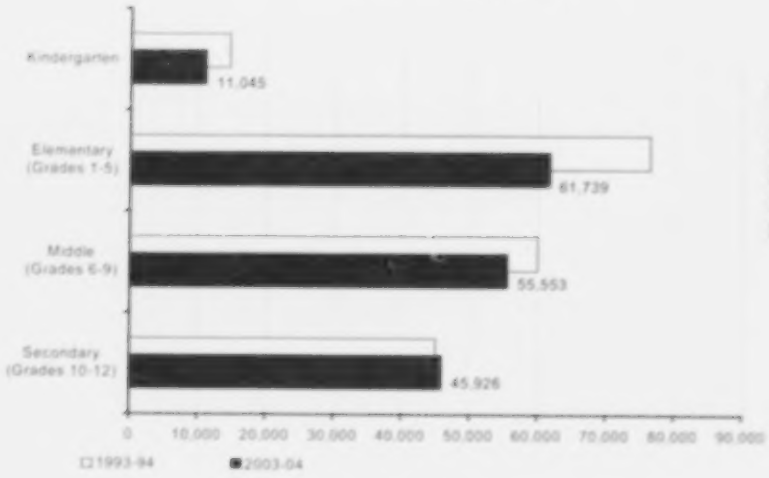
Note: Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division. Some of the shift in enrolment from rural to urban is explained by the re-classification of school enrolments when a town becomes a city (e.g. Melville and Humboldt).

Some numbers are slightly different from those reported in previous years' *Indicators* reports. This is because of late reporting, ongoing record maintenance, the inclusion of enrolments in independent schools now formally associated with provincially-funded school divisions, and school division restructuring.

Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.

Saskatchewan's student population decline over the last ten years is most evident at the Kindergarten and elementary levels. In 2003-04, there were almost 18,200 fewer K-5 students than in 1993-94. The crest of the baby boom echo moving through our high schools accounts for most of the 900-student increase at the secondary level. Only rural Saskatchewan schools have experienced declines in enrolment at all grade levels (Figure 30).

Figure 30: Saskatchewan Students by Grade Level, Urban, Rural, North, Province, 1993-94 and 2003-04



Ten-Year % Enrolment Change, 1993-94 to 2003-04

	Rural	Urban	North
Kindergarten	-26%	-22%	-28%
Elementary	-26%	-14%	-16%
Middle	-20%	3%	13%
Secondary	-7%	8%	12%

Note: Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.

How many students attend independent schools and First Nations schools, or learn through home-based education?

An independent school is officially registered pursuant to *The Education Act, 1995*, provides education to students who are of compulsory school age, (from 7th birthday to 16th birthday), and is controlled and administered by a person or agency that is not a public authority. There are a number of categories of independent schools – some recognized for contributing to secondary level credit attainment (8 historical high schools and 21 other independent schools in 2003-04) and others not recognized for secondary level attainment or who do not have students in Grades 10-12 (18 independent schools in 2003-04).

Of the 47 schools categorized above, nine were 'associated' in 2003-04. These schools had a combined enrolment of 1,601 students. An 'associated' school is one that has a contractual arrangement with a school division. The contract is unique in each associated relationship; however, advantages can include teachers employed and paid by the associated school board, opportunity for consultative support and professional development, and improved quality of resources in the schools. The schools remain registered as independent schools, allowing them to operate consistent with the vision on which they were founded.

The number of students enrolled in independent schools (not including "associated" schools) has fluctuated around 3,000 over the past ten years, or about 1½ percent of the province's total school population. About half of these are secondary-level (Grade 10-12) students.

Figure 31: Number of Students in Independent Schools, 1994-95 to 2003-04, as of September 30

	1994-95	1996-97	1998-99	2000-01	2002-03	2003-04
Kindergarten	140	114	76	136	143	115
Elementary (Grades 1 to 5)	551	529	373	582	623	577
Middle (Grades 6-9)	913	911	685	684	691	675
Secondary (Grades 10-12)	1,665	1,700	1,272	1,260	1,304	1,260
Total # of Students	**3,269**	**3,254**	**2,406**	**2,662**	**2,761**	**2,627**

Note: Some independent schools enrolments are estimates based on the previous year. Some numbers are slightly different from those reported in previous years because of late reporting by schools and ongoing record maintenance. Also, numbers in the table have been adjusted to not include student enrolments in independent schools that are 'associated' with school divisions (1,601 students in 2003-04). These numbers were already included in Figure 29.

Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.

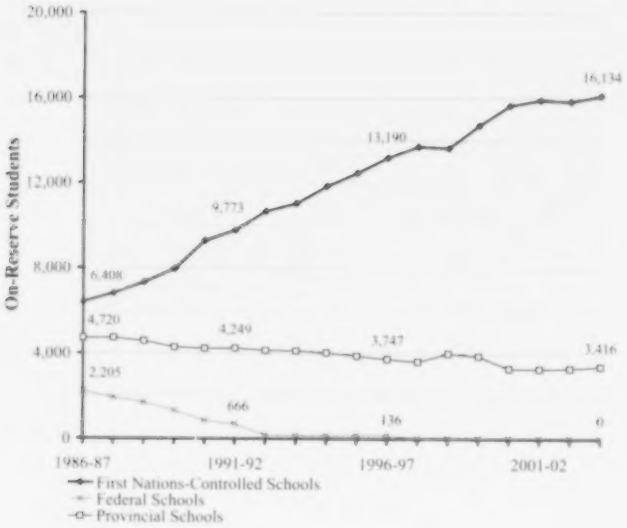
Saskatchewan Learning. (2004). *Independent Schools Data*. Regina, SK.

The number of K-12 students living on reserves increased from 13,333 in 1986-87 to 19,659 (including 109 attending "independent" schools) in 2003-04 (Figure 32). The percentage of on-reserve students attending First Nations schools has risen from 48 percent to 82 percent over the time period. These increases have occurred at all grade levels, most notably at the Kindergarten to Grade 9 levels.

In 2003-04, the percentages of students living on-reserve who attend First Nations schools decrease from Kindergarten to elementary to middle to high school levels. While the vast majority (94 percent) of on-reserve Kindergarten students attended First Nations schools, 68 percent of on-reserve high school students attended First Nations schools in 2003-04. Since the mid-90's, the percentage of on-reserve students in special or non-graded situations who attend First Nations schools increased dramatically to 92% in 2002-03, but dropped to 80 percent in 2003-04 (Figure 33).

First Nations and provincial school boards have cooperated in shared planning and decision-making processes to better serve the educational needs of Aboriginal students. In 2003, two major partnerships were formalized. Saskatoon Public School Division and Saskatoon Tribal Council entered into a Memorandum of Understanding to promote, strengthen and facilitate Aboriginal education in all schools through a shared governance council. As well, Saskatchewan Valley School Division entered into a Memorandum of Understanding with First Nations in close proximity to the school division to develop a long-term relationship to enhance learning for all children. Other partnerships continue to develop in keeping with the Building Partnerships – First Nations and Métis Peoples and the Provincial Education System: Policy Framework for Saskatchewan's Prekindergarten to Grade 12 Education System released in fall 2003.

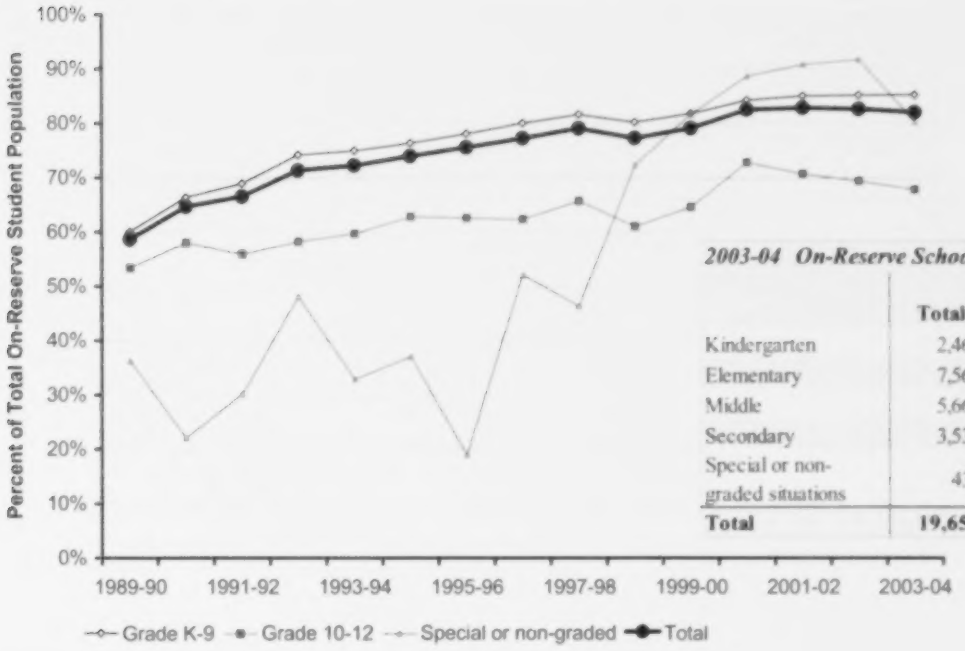
Figure 32: Saskatchewan On-Reserve Student Population, by Type of School Attended, 1986-87 to 2003-04



Note: An additional 16 students attended "independent" schools in 2002-03 and 109 students did so in 2003-04.

Source: Department of Indian and Northern Affairs Canada. (2004). *Unpublished Data*. Regina, SK.

Figure 33: First Nations School Enrolments as a Percentage of the On-Reserve Student Population, by Grade, 1989-90 to 2003-04



2003-04 On-Reserve School Enrolments

	Total	% in First Nations Schools
Kindergarten	2,460	94%
Elementary	7,563	87%
Middle	5,668	80%
Secondary	3,535	68%
Special or non-graded situations	433	80%
Total	**19,659**	**82%**

Source: Department of Indian and Northern Affairs Canada. (2004). *Unpublished Data.* Regina, SK.

Some Saskatchewan students learn through home-based education, usually because of their parents' religious or philosophical beliefs regarding the type of education they want for their children.

In 2003-04, there were 1,798 students participating in home-based education. The proportion of students in home-based education grew over ten years from more than 0.5% of all students in 1994-95 to about 1% in 2003-04. The total number of these students has been relatively consistent over the last three years. Most of these students were at the elementary and middle levels (Figure 34).

Figure 34: Home -Based Education, Number of Students, 1994-95 to 2003-04

	1994-95	1996-97	1998-99	2000-01	2002-03	2003-04
Kindergarten	28	39	22	39	39	46
Elementary	537	715	768	835	826	779
Middle	354	523	583	623	662	682
Secondary	102	155	191	235	299	291
Total	**1,021**	**1,432**	**1,564**	**1,732**	**1,826**	**1,798**

Source: Saskatchewan Learning. (2004). *School Finance Data.* Regina, SK.
Saskatchewan Learning. (2004). *Independent Schools Data.* Regina, SK.

Saskatchewan Educators

How many Saskatchewan educators are there? Where are they located?

Educators are people with teaching certificates who are employed by the school division to work in a professional capacity in a school or school division. They include classroom teachers, principals and vice-principals, teacher-librarians and other instructional staff, as well as directors and superintendents of education.

In 2003-04, there were 11,339 full-time-equivalent educators in Saskatchewan. This represents a decrease of 50 from the previous year and an increase of 297 since 1995-96. Numbers of educators in rural Saskatchewan have decreased as a consequence of the shift in student population from rural to urban settings (Figure 35).

In Saskatchewan

- *there were 11,339 full-time-equivalent educators in 2003-04*
- *educators had an average 13.9 years of teaching experience – 17 percent had 25 or more years*
- *the student to educator ratio has declined to 14.9*
- *the numbers of students at Saskatchewan universities preparing to become teachers is about two-thirds what it was ten years earlier*

Figure 35: Numbers of Elementary and Secondary Educators as of September 30, by School Division Type, 1980-81 to 2003-04

	1980-81	1985-86	1990-91	1995-96	2000-01	2002-03	2003-04
Rural	5,670	5,540	5,333	4,959	4,522	4,362	4,119
Urban	5,079	5,342	5,419	5,698	6,277	6,583	5,325
Rural/Urban	-	-	-	-	-	-	1,438
North	319	292	316	325	331	352	361
Francophone	-	-	-	61	91	93	96
Total	**11,067**	**11,174**	**11,068**	**11,042**	**11,222**	**11,389**	**11,339**

Note: Number of educators in this table are full-time equivalent. Educators include teachers, principals, teacher-librarians, consultants, directors and superintendents as well as other professionals. Totals may not appear correct due to rounding.

Data in this figure are derived from information reported for the entire school division. Urban and rural classifications are based on the categorization of the school divisions. The rural/urban category reflects school divisions created through amalgamations that have blended former urban and rural divisions and that now serve students who live in distinctly rural and urban settings.

Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.

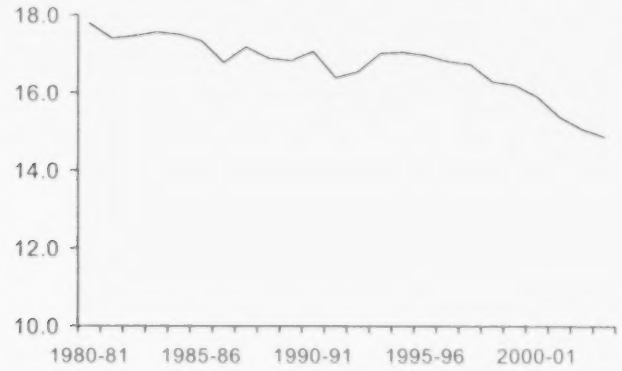
How many students are there per educator?

Since 1980-81, the numbers of full-time-equivalent educators in Saskatchewan have fluctuated between 11,000 and 11,500 at the same time that the student population has declined by over 11 percent. This has resulted in lower student-educator ratios.

In 2003-04, Saskatchewan's student-educator ratio was 14.9 students to one educator. Student-educator ratios are lower in rural and northern areas than in urban areas (Figure 36).

Figure 36: Student-Educator Ratio, by School Division Type, Saskatchewan, 1980-81 to *2003-04*

	1980-81	1985-86	1990-91	1995-96	2000-01	2002-03	2003-04
Rural	16.8	16.3	15.8	16.0	14.9	14.3	14.2
Urban	18.9	18.4	18.4	17.9	16.7	15.7	15.4
Urban/Rural	-	-	-	-	-	-	15.6
North	17.3	17.3	16.1	15.9	16.2	14.8	14.1
Francophone	-	-	-	13.4	10.6	10.4	10.4
Total	**17.8**	**17.3**	**17.1**	**17.0**	**15.9**	**15.1**	**14.9**



Note: Numbers are for September 30 of each school year. These ratios are calculated by dividing the number of full-time-equivalent students by the number of full-time-equivalent educators (include directors, principals, librarians and other instructional staff in addition to classroom teachers). A Kindergarten student is counted as a 0.5 full-time-equivalent student.

Numbers in this Figure may be different from those reported in previous years due to late reporting, re-examination to ensure consistent definitions of "educator", and adjustments for appropriately weighting calculations.

Data in this figure are derived from information reported for the entire school division. Urban and rural classifications are based on the categorization of the school divisions. The rural/urban category reflects school divisions created through amalgamations that have blended former urban and rural divisions and that now serve students who live in distinctly rural and urban settings.

Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.

Figure 37 compares Saskatchewan's student-educator ratio with those in other provinces. In 2002-03, Saskatchewan's student-educator ratio (15.1) was less than the overall Canada ratio. During the 1990s, Saskatchewan's ratios were higher than overall Canada ratios. In 2002-03, Newfoundland had the lowest ratio (13.5) and Alberta had the highest ratio (17.5) among the provinces reporting.

Figure 37: Student-Educator Ratio, Canada and Provinces, 1990-91 to 2002-03

	BC	AB	SK	MB	ON	QC	NB	NS	PEI	NF	Canada
1990-91	16.1	16.8	16.2	14.7	14.8	14.6	16.3	15.9	16.9	15.3	15.2
1992-93	16.4	17.3	16.5	15.0	14.9	14.2	16.7	16.5	16.8	15.0	15.3
1994-95	16.8	17.8	17.0	15.0	15.4	14.4	17.0	17.1	17.1	14.7	15.6
1996-97	16.9	18.5	16.8	15.4	15.8	14.7	17.0	17.5	16.9	14.5	15.9
1998-99	16.7	17.9	16.3	15.3	16.5	15.0	17.1	16.6	16.7	14.6	16.2
2000-01	16.6	17.9	15.9	15.4	16.5	14.7	16.8	16.5	16.2	13.9	16.1
2002-03	17.4	17.5	15.1	14.9	-	14.3	16.6	16.2	15.6	13.5	-

Note: Numbers for 2002-03 include estimates for some of the provinces. Canada figures include only the ten provinces. Dashes indicate data is not available, and therefore not included in 2002-03 estimates for Canada results. The Saskatchewan ratio for 1990-91 (16.2) from this source does not agree with Saskatchewan Learning data (17.1) reported in Figure 36 for that year. In the absence of Ontario data for 2002-03, no ratio has been calculated for Canada.

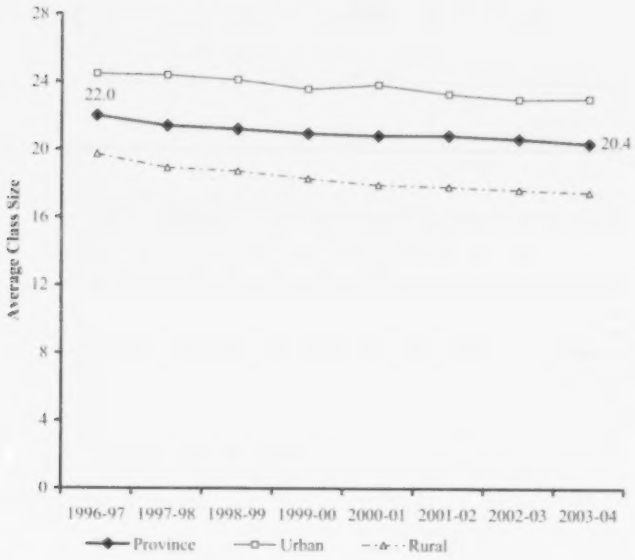
Source: Statistics Canada. (2004). *Summary of Public School Indicators for the Provinces and Territories: Preliminary Data Covering the School Year 2002/2003*. Catalogue #81-595-MIE2004022. Ottawa, ON.

What is the average class size in Saskatchewan?

Average class size refers to the number of students in a typical classroom. The average class size is greater than the student-educator ratio, because the student-educator ratio includes all educators, not just classroom teachers. Other factors in addition to the size of the class, such as whether the class is a split-grade or multi-grade situation and the number of students in the class with exceptional needs, are important considerations as teachers plan classroom activities.

In 2003-04, there was an average of 20.4 students in a class for the province as a whole, down from an average of 22.0 in 1996-97. The decrease in class size has occurred similarly in both urban and rural schools, with the typical rural classroom having about 5 fewer students than the typical urban classroom. Class size decreases have been evident at all grade levels (Figure 38).

Figure 38: Average Class Sizes, by Grade Level, by Rural, Urban and Province, 1996-97 to 2003-04



Average Class Size: Provincial

	1996-97	2001-02	2003-04
Kindergarten	20.0	17.0	16.3
Elementary	21.1	20.0	19.6
Middle	22.6	20.8	20.5
Secondary	22.1	21.4	20.8

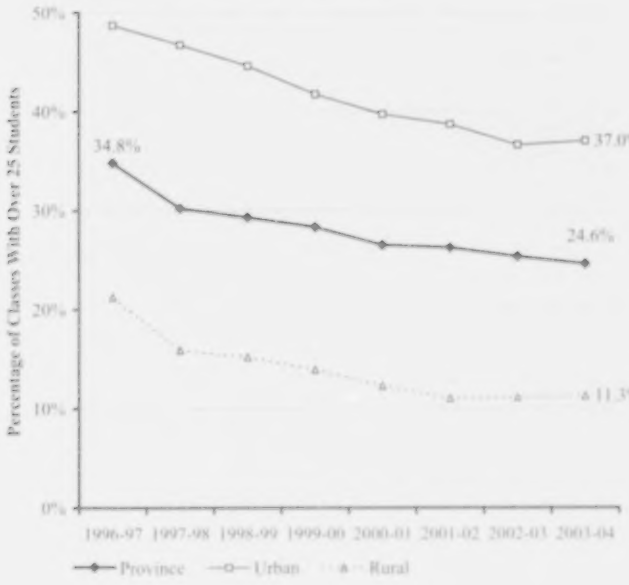
Note: Average class sizes are based on reports of educators coded as "regular classroom teachers" assigned to a specific school on September 30, and do not include Band or Choral classes with more than 44 students. Educators are counted as individuals rather than as full-time equivalents. Thus, an educator employed 50% and one employed 100% are counted equally. Educators in independent and historical schools are not included in the calculations for these averages.

Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Source: Saskatchewan Learning. (2004). *Teacher Records Data*. Regina, SK.

The decrease in average class sizes has been accompanied by decreases in the number of large classes. Figure 39 shows that in 2003-04, 24.6 percent of the province's classrooms had more than 25 students, down from 34.8 percent in 1996-97. Rural schools were more likely to have greater numbers of very small classes (38 percent with 15 or fewer students), and urban schools were more likely to have greater numbers of large classes (37 percent more than 25 students).

Figure 39: Frequency Distribution of Class Sizes, by Rural, Urban and Province, 1996-97 to 2003-04



2003-04 Frequency Distribution

Class Size	Urban	Rural	North
10 or fewer	4.9%	15.8%	12.8%
11 to 15	9.1%	22.2%	15.1%
16 to 20	18.8%	29.5%	30.1%
21 to 25	30.2%	21.1%	26.9%
26 to 30	25.8%	9.1%	9.9%
Over 30	11.2%	2.2%	5.2%

Note: Average class sizes are based on reports of educators coded as "regular classroom teachers" assigned to a specific school on September 30 and do not include Band or Choral classes with more than 44 students. Educators are counted as individuals rather than as full-time equivalents. Educators in independent and historical schools are not included in the calculations for these averages.

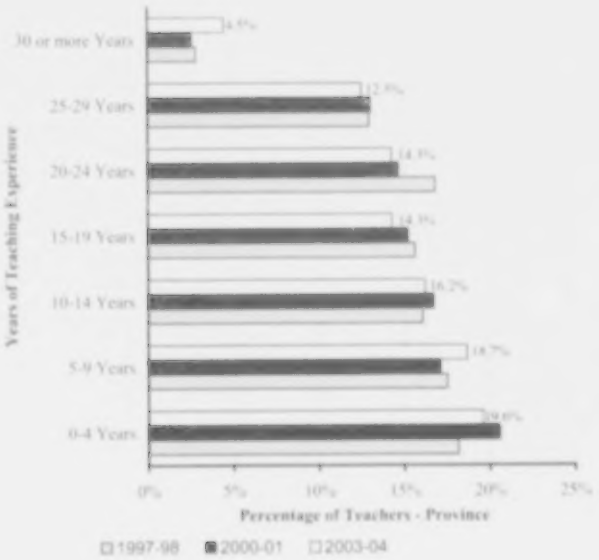
Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Source: Saskatchewan Learning. (2004). *Teacher Records Data*. Regina, SK.

How many years of teaching experience do Saskatchewan teachers have?

The average number of years of teaching experience in 2003-04 was 13.9, down marginally from 14.0 in 1997-98. About 55 percent of Saskatchewan teachers (approximately 6,400) have fewer than 15 years of teaching experience, up from 52 percent six years earlier. At the same time, 17 percent of teachers had 25 or more years teaching experience, up from 15.8 percent in 1997-98. In 2003-04, 28 percent of teachers in the North had less than five years experience compared to 19 percent in urban and rural locations (Figure 40).

Figure 40: Years of Teaching Experience of Saskatchewan Teachers[1], by Location, 1997-98, 2000-01 and 2003-04



2003-04 Teacher Experience Data

	Urban	Rural	North
Teachers[1]	6,639	4,765	352
Female	69%	68%	64%
Male	31%	32%	36%
Experience			
Average years	13.7	14.1	12.8
Under 5 years	19%	19%	28%
25 or more years	17%	17%	17%

The 1999 Workplace and Employee Survey by Statistics Canada found:

- *the education sector will be affected by the retirement of its aging workforce earlier than other sectors.*
- *this is the product of a high average age of 44 years for all educators, an even higher average age for managers in the sector at 48 years, and a comparatively low median retirement age of 56 years.*
- *about half of the education workforce will likely retire by 2011, and about half of the managers by 2008.*
- *while the health sector also had a relatively high average age at 42 years, the median retirement age is higher than in education at 62 years.*
- *the retirement rate for education was estimated at 121 per 10,000 employees, more than double the overall average of 56 per 10,000.*
- *the education sector experienced a relatively low vacancy rate of 137 per 10,000 employees compared to 214 for health care.*

Note: [1]Teachers include only full and part-time teachers who were assigned to teach in a specific school of a publicly-funded school division as of September 30, 2003. Teachers employed by a school division but not assigned to a specific school or who teach in independent schools are not included in this figure. The teachers in the province may be less than the total of the urban, rural and north, as teachers may teach in more than one school which can belong to urban or rural.

Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Source: Saskatchewan Learning. (2004). *Teacher Records Data*. Regina, SK.

How many students in Saskatchewan universities are preparing to become teachers?

Fewer students now than in the early 90's are enrolled and studying to become teachers in Saskatchewan universities. Total enrolments in teacher education programs at the universities fell from 3,742 in 1993-94, but have remained above 2,500 since 1999-2000. First-year enrolments fell significantly following peaks in 1995-96 and 2000-01 (Figure 41).

Figure 41: Enrolments in Saskatchewan Teacher Education Undergraduate Programs, by Year of Program, 1993-94 to 2003-04

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Year 1	737	802	909	901	719	616	851	929	668	576	556
Year 2	888	662	766	829	821	669	606	683	477	540	488
Year 3	903	691	567	505	589	555	550	419	702	724	773
Year 4+	1,214	1,119	993	731	647	664	507	485	702	686	702
Total	**3,742**	**3,274**	**3,235**	**2,966**	**2,776**	**2,504**	**2,514**	**2,516**	**2,549**	**2,526**	**2,519**

Note: Includes enrolments in Aboriginal teacher education programs.

Differences in the historical data for 99-00 and 00-01 are due to using preliminary data for the previous Indicators report from the University of Regina Fact Book.

The large enrolment shifts from 2000-01 to 2001-02 are due to the University of Saskatchewan changing the way they report the year in which Education students are enrolled.

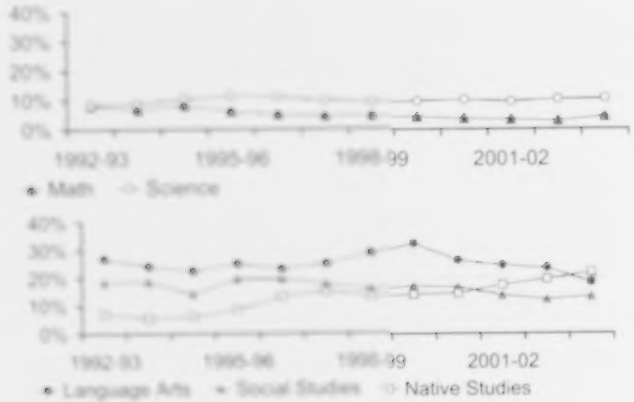
Source: University of Saskatchewan. (2004). *Statistics 2004*. Saskatoon, SK.
University of Regina. (2004). *Preliminary data for the Fact Book 2004*. Regina, SK.

Since 1992-93, the percentage of students enrolled in the University of Saskatchewan's teacher education program who are specializing in Language Arts has dropped from 27 percent to 18 percent. (Figure 42). The proportion of subject majors specializing in social studies and native studies, combined has increased from 25 percent to 35 percent.

Since 1996-97, mathematics specialists have accounted for 4 to 5 percent of University of Saskatchewan education students, down from 8 percent in 1992-93. This decrease, combined with lower enrolments in the college of education, has resulted in the number of math majors declining from 100 in 1992-93 to 33 in 2003-04. Together, mathematics and science specialists totaled 14 percent. High school students spend about 33 percent of their time in these two areas of study.

Figure 42: Percentage of Students in University of Saskatchewan Teacher Education Undergraduate Programs, Year 3 and Year 4 Students, by Level and Subject Major, 1992-93 to 2003-04

	1992-93	2003-04
Elementary	47%	40%
Secondary	36%	20%
Other (or not specified)	17%	40%
Language Arts	27%	18%
Social Sciences	18%	13%
Native Studies	7%	22%
Mathematics	8%	4%
Science	8%	10%
Arts Education	8%	11%
Practical and Applied Arts	2%	6%
Physical Education	7%	12%
Other[1]	14%	4%



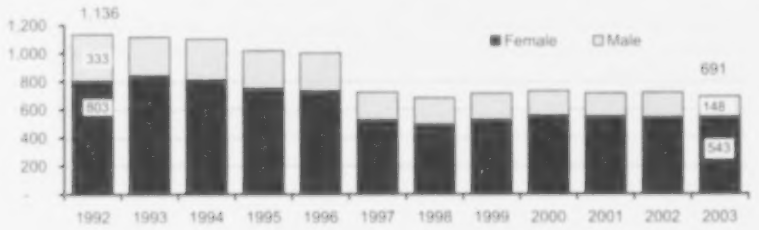
Note: The statistics above are for the University of Saskatchewan in Saskatoon and are student reported.

[1]This category includes special education (for 1992-93) and non-specified specialization. Specialization in special education at the U of S ceased at the undergraduate level in 1996-97 because students must enroll in a graduate program to achieve recognized specialization in special education. Undergraduate students can enroll in special education courses, but will not receive recognition for specialization in special education. The Statistics 2004 issue is reported as of July 2004.

Source: University of Saskatchewan. (2004). *Statistics 2004*. Saskatoon, SK.

In 2003, there were 691 Bachelor of Education degrees awarded by Saskatchewan's universities. This is a decrease of 29 from the previous year and a decrease of 445 from 1992. The number of females who receive Bachelor of Education degrees is more than triple the number of males (Figure 43).

Figure 43: Number of Bachelor of Education Degrees, 1992 to 2003



Note: Figures include Bachelor of Music Education degrees. Figures include Aboriginal teacher education programs. Decisions to limit enrolments in university teacher education programs have contributed to the decline in the number of degrees awarded.

Source: University of Saskatchewan. (2004). *Statistics 2004*. Saskatoon, SK.
University of Regina. (2004). *Preliminary data for the Fact Book 2004*. Regina, SK.

In 2001, Saskatchewan Learning began the Teacher Recruitment and Retention Initiative through a cost-shared partnership with school divisions. It responds to needs identified in northern and rural Saskatchewan, and to shortages in specified subject areas and in specialized professional support services. It also enables Aboriginal teachers to become secondary school teachers or school administrators. The program provides financial support to third- and fourth-year education students and certified teachers, and enables individuals, who provide specified services to students with special needs, to obtain professional licensure or certification. Over the past three years, this initiative has supported 57 education students, 500 teachers, and 17 student support professionals, particularly speech language pathologists and special education teachers (Figure 44).

Figure 44: Educator Recruitment and Retention Initiatives, Saskatchewan, 2001-02 to 2003-04

Participant Number	2001-02	2002-03	2003-04
Education Student Bursaries	3	24	30
Teachers	122	187	191
Professional Support Services	6	6	5
Expenditures (thousands)			
Direct Participant Costs	$578	$473	$578
Other Costs	$310	$232	$125
Total Costs	$888	$705	$703

Note: This data is reported for the fiscal year (April to March).

Source: Saskatchewan Learning. (2004). *Teacher Services Data*. Regina, SK.

Saskatchewan Schools

How many Saskatchewan schools are there? Where are they located?

In 2003-04, there were 767 publicly-funded, provincial schools in Saskatchewan, 95 fewer schools than in 1991-92. The greatest decline in school numbers (89) occurred in rural locations. A minor part of this decline is explained by a shift in the classification of schools from rural to urban (e.g., Humboldt changing from a town to a city). Also, during this period, the number of schools in public school divisions has decreased, on average, by almost ten per year. (Figure 45).

In Saskatchewan

- *there were 767 publicly-funded, provincial schools in 2003-04*
- *the number of very small schools with 50 students or less has not changed very much in the past twelve years*

Figure 45: Number of Publicly-Funded, Provincial Schools, by Location and by Type of Clientele Served, 1991-92 to 2003-04, as of September 30

	Location			Type			Total
	Rural	Urban	North	Public	Separate	Conseils scolaires	
1991-92	526	303	33	748	114	-	**862**
1993-94	503	297	32	718	114	-	**832**
1995-96	486	298	29	693	111	9	**813**
1997-98	477	295	29	678	111	12	**801**
1999-00	463	294	28	660	113	12	**785**
2001-02	449	302	27	648	118	12	**778**
2003-04	437	304	26	634	121	12	**767**

Note: Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Separate school divisions include Roman Catholic separate school divisions and one Protestant separate school division.

Some numbers are slightly different from those reported in previous years' *Indicators* reports. This is because of late reporting, ongoing record maintenance, and the inclusion of independent schools now associated with provincially-funded school divisions.

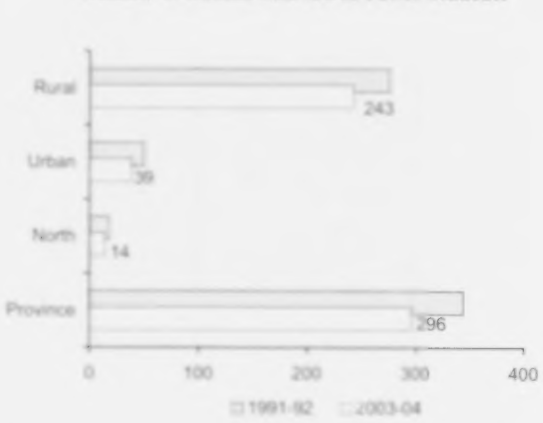
Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.

What size are Saskatchewan schools?

In the past twelve years, there has been a decrease in the number of small schools and an increase in the number of large schools. In 2003-04, there were 296 Saskatchewan schools with 150 or fewer students, down from 344 schools in 1991-92. Two-thirds of the reduction in the number of small schools has occurred in rural Saskatchewan, yet these small schools still represent over half the schools in rural areas, much as they did in 1991-92. The number of very small schools with 50 or fewer students has remained virtually unchanged compared to 1991-92, attributed in part to declining student enrolments. In 2003-04, there were 124 very small schools, of which 99 were in rural school divisions (Figure 46).

Figure 46: Number of Saskatchewan Schools by Enrolment, 1991-92 and 2003-04

Enrolment	Number of Schools 1991-92	2003-04
0 to 50	124	124
51 to 100	102	86
101 to 150	118	86
151 to 200	103	123
201 to 250	120	90
251 to 300	77	68
301 to 400	111	95
401 to 800	86	71
Over 800	21	24



Note: Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division. The total for the province for 2003-04 includes 10 conseils scolaires schools with 150 or fewer students.

Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.

Saskatchewan School Divisions

How many school divisions are there in Saskatchewan?

The number of school divisions in Saskatchewan expanded from 114 divisions in 1991-92 to a high of 120 divisions in the mid-90's, and has decreased to 82 divisions in 2003-04.

The number of rural school divisions declined from 84 to 52 during this period (Figure 47). A significant reduction in school divisions occurred with the amalgamation of the francophone school divisions in the formation of one school division.

The recent voluntary restructuring of school divisions has also led to the creation of a new Rural/Urban classification for nine school divisions beginning in 2003-04.

In Saskatchewan

- *there were 82 school divisions in 2003-04, down from 120 eight years earlier*
- *about one-quarter of the school divisions have 4 or fewer schools and together serve 5 percent of the student population*
- *less than half of the school divisions have 8 or more schools and together serve over 80 percent of the student population*

The reduction in the number of public school divisions since 1991-92 from 93 to 66 may be explained, in large part, to the greater restructuring activity among rural school divisions, which have more public than separate school divisions.

In November 2004, the Minister announced the restructuring of school divisions effective January 1st 2006. This will reduce the number of school divisions to 34.

Figure 47: Number of School Divisions, by Location, and by Type, 1991-92 to 2003-04

	Location					Type			Type
	Rural	Urban	Rural/ Urban	North	Conseils scolaires	Public	Separate	Conseils scolaires	Total
1991-92	84	27	-	3	-	93	21	-	**114**
1993-94	81	27	-	3	-	90	21	-	**111**
1995-96	81	27	-	3	9	90	21	9	**120**
1997-98	70	26	-	3	11	79	20	11	**110**
1999-00	70	26	-	3	1	79	20	1	**100**
2001-02	67	28	-	3	1	78	20	1	**99**
2003-04	52	17	9	3	1	66	15	1	**82**

Note: Separate school divisions include Roman Catholic separate school divisions and one Protestant separate school division. Two school divisions, formerly classified as rural, were classified as urban in 2001-02 when Humboldt attained city status.

Data in this figure are derived from information reported for the entire school division. Urban and rural classifications are based on the categorization of the school divisions. The rural/urban category reflects school divisions created through amalgamations that have blended former urban and rural divisions and that now serve students who live in distinctly rural and urban settings.

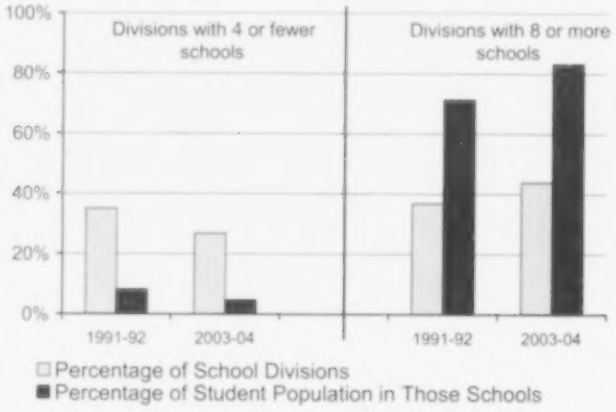
Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.

Figure 48 shows that the reduction in the number of school divisions from 114 in 1991-92 to 82 in 2003-04, has been accompanied by a reduction in the proportion of divisions with small numbers of schools and in the proportion of the entire student population serviced by them.

One quarter of Saskatchewan school divisions have four or fewer schools and serve 5 percent of the student population. While less than one half of the divisions have 8 or more schools, these divisions serve 83 percent of the student population.

Figure 48: School Divisions, by Number of Schools and Students, 1991-92 and 2003-04

Category	2003-04	
	Number of School Divisions	Total Students in These School Divisions
0-1 schools	13	2,254
2-4 schools	9	5,840
5-7 schools	24	21,256
8-10 schools	15	26,087
11-15 schools	10	21,252
More than 15 schools	11	97,574



Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.

Education Finance

Education expenditures can be measured and interpreted in a number of different ways. In this section, expenditure figures are shown using a variety of ratios and comparators to gauge the public's financial commitment to education.

How much of the provincial budget is spent on education?

Figure 49 reflects continuing changes in the organization of provincial government departments and corresponding changes in financial reporting. Saskatchewan Learning has replaced the earlier separate Departments of Education and Post-Secondary Education and Skills Training. The percentage of provincial budget spent on K-12 and post-secondary education has remained steady at 17-18 percent since 1993-94.

In Saskatchewan

- *school board expenditures totaled $7,534 per full-time-equivalent student in 2003*
- *provincial funding elementary and secondary education has increased about 28 percent over the past four years*
- *over 70 percent of school board expenditures are categorized as instructional costs*
- *per student and per capita expenditures in 2002-03 are both higher in Saskatchewan than those in Canada, as a whole*

Figure 49: Provincial Budget Expenditures, 1993-94, 2002-03 and 2003-04

	1993-94	
Category	**$ (000)**	**%**
Agriculture and Food	325,218	6.6
Debt Service	873,189	17.6
Education	**864,519**	**17.5**
Finance	146,154	3.0
Health	1,464,324	29.6
Highways	180,714	3.6
Justice	165,750	3.3
Municipal Government	169,026	3.4
Social Services	502,656	10.2
Other	259,988	5.3
Total	**4,951,538**	**100**

The table for 1993-94 provides information for the departments that existed before restructuring occurred.

	2002-03		2003-04	
Category	**$ (000)**	**%**	**$ (000)**	**%**
Agriculture, Food and Rural Revitalization	311,970	4.9	332,388	4.9
Debt Service	611,394	9.6	602,702	8.9
Learning	**1,085,613**	**17.0**	**1,256,112**	**18.6**
Finance	222,470	3.5	235,598	3.5
Health	2,342,835	36.8	2,515,823	37.2
Highways	294,492	4.6	293,732	4.3
Justice	184,284	2.9	194,659	2.9
Corrections and Public Safety	116,369	1.8	117,596	1.7
Government Relations and Aboriginal Affairs	176,006	2.8	187,003	2.8
Community Resources and Employment	607,099	9.5	605,027	8.9
Other	421,313	6.6	427,775	6.3
Total	**6,373,845**	**100**	**6,768,415**	**100**

Note: Columns may not total properly due to rounding. Numbers are for the fiscal year (April 1 to March 31).

Source: Saskatchewan Finance. (1993-94, 2002-03 and 2003-04). *Public Accounts, Volume 1: Main Financial Statements*. Regina, SK.

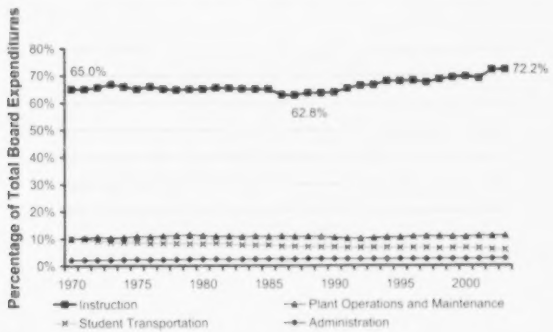
What are Saskatchewan school division expenditures?

In the 2003 calendar year, Saskatchewan school divisions spent almost $1.3 billion in operating and capital costs. Over 70 percent of these costs were devoted to instruction. Instruction includes teacher salaries, books, and supplies such as science and physical education equipment that are essential to the instructional program. The second largest category of expenditure was plant operations at 11 percent. This includes maintenance and operation of school buildings.

In the past 30 years, the percentage of division expenditures dedicated to instruction has seen a gradual overall increase, accompanied by decreased allocations to student transportation (Figure 50).

Figure 50: Education Spending by Saskatchewan School Divisions, by Type, Calendar Year, 1999, 2002 and 2003, 1970-2003 Trends for Selected Expenditures

	1999		2002		2003	
	$	%	$	%	$	%
Governance and Administration	27,906,013	2.5	32,281,824	2.6	33,831,920	2.6
Instruction	765,239,258	69.3	898,225,406	72.1	933,546,098	72.2
Supplementary (1) Services	18,349,538	1.7	19,629,297	1.6	20,490,562	1.6
Plant Operations and Maintenance	118,452,737	10.7	136,628,357	11.0	142,872,323	11.0
Operating Interest (2)			2,047,067	0.2	2,507,975	0.2
Contributions to (2) Long Term Debt	30,020,323	2.7	11,674,295	0.9	12,371,849	1.0
Student Transportation (3)	72,032,578	6.5	75,121,036	6.0	75,781,121	5.9
Tuition and Fees (4)	31,502,769	2.9	39,124,548	3.1	40,762,394	3.2
Contribution to Capital	16,571,191	1.5	19,405,040	1.6	18,098,259	1.4
Provision for Reserves	24,500,198	2.2	11,751,506	0.9	13,187,106	1.0
Total	**1,104,574,604**	**100**	**1,245,888,376**	**100**	**1,293,449,607**	**100**



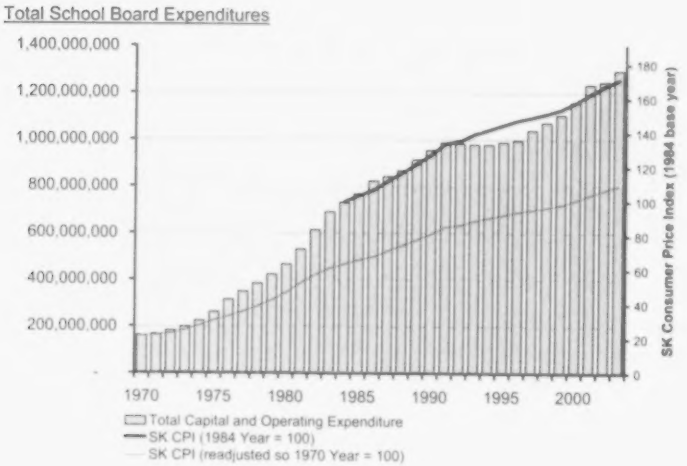
1. For 1999, Supplementary Services expenses were reported separately as Other Educational Services, Ancillary Services and Special Projects expenses.
2. Operating Interest and Contributions to Long Term Debt from operations are now reported separately. These were combined as Debt Charges in 1999. As well, prior to 2002, the Debt Charges included both department's and school board's share of long-term capital debt costs. Commencing in 2002, the Contributions to Long-Term Debt include only the school board's share.
3. Student Transportation expenses prior to 2002 included the total cost of buses purchased during the year. Commencing in 2002, bus purchases are reported in the Capital Fund.
4. Prior to 2002, Tuition and Fees were separated into Payments to other school divisions and Tuition Fees.

Note: Please note that Figure 50 is for the calendar year. Most of the other data in *Indicators 2004* is for the school year. Columns may not total exactly due to rounding.

Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.

Figure 51 shows how school division expenditures have increased over the past 30 years, relative to the Saskatchewan consumer price index (CPI). These education expenditures outpaced inflation during the mid-70's to mid-80's as shown by the 1970 CPI benchmark. The 1984 CPI benchmark shows that school division expenditures in 2003 exceed those in 1984, when adjusted for inflation.

Figure 51: Total Education Expenditures by Saskatchewan School Divisions, Calendar Year, 1970-2003

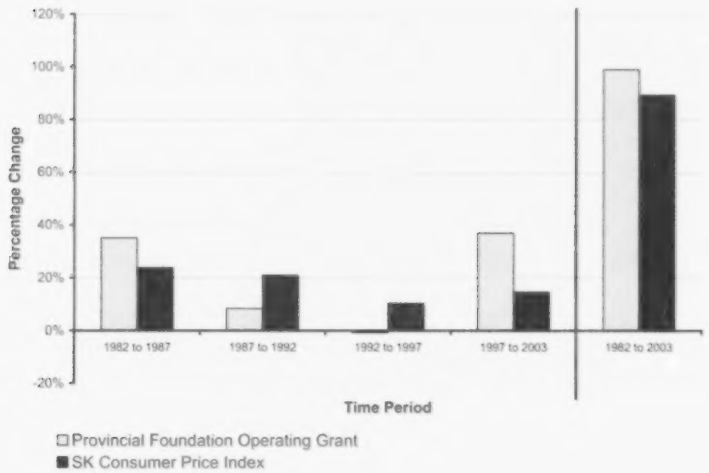


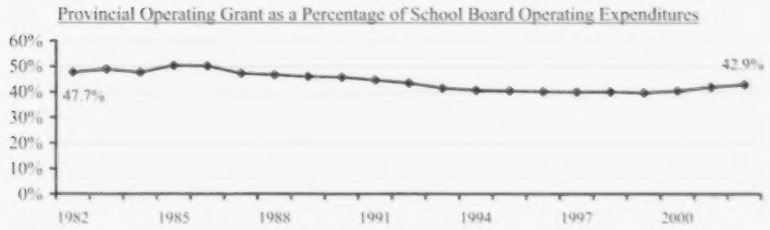
Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.
Saskatchewan Bureau of Statistics. (2004). *Consumer Price Index: Annual Averages and Percent Changes*. http://www.gov.sk.ca/bureau/stats/cpi/Saskatchewan.pdf

In 2003, $507 million were distributed to school divisions through the provincial foundation operating grant. Considering inflation, this amount is almost 5 percent higher in real (1982) dollars than the $255 million granted in 1982.

Since 1999, when the foundation operating grant represented a low of 39.7 percent of total school division operating expenditures, the grant has increased $110 million to represent 42.9 percent of those expenditures (Figure 52).

Figure 52: Percentage Change in Provincial Foundation Operating Grant, 1982 to 2003





Notes: The foundation operating grant is calculated on a calendar year basis.

School Board Operating expenditures are calculated by the taking total expenditures and subtracting Supplementary Revenue, Other Revenue, Contributions to Long Term Debt, Contributions to Capital, Provision for Reserves and Tuition Revenues.

The 2003 foundation operating grant amount is based on Budget Day estimates and includes Special Warrants of $6.9 million for teachers' salaries.

The 2002 foundation operating grant amount includes Special Warrants of $9.2 million for teachers' salaries.

Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.
Saskatchewan Bureau of Statistics. (2004). *Consumer Price Index: Annual Averages and Percent Changes*. http://www.gov.sk.ca/bureau/stats/cpi/Saskatchewan.pdf.

What is Saskatchewan's per student expenditure on education?

The average provincial per student expenditure on education for the 2003 calendar year was $7,534. The amount spent per full-time-equivalent student has increased about 43 percent since 1995 after remaining fairly constant during the first half of the 1990's.

Per student expenditure on education was higher in rural and northern areas than in urban areas. The great distances in the north, the harsh climate and the scattered student population all increase the cost of education. Education expenditure in rural areas is affected by the need to transport students. Similarly, the costs to transport fransaskois students both in rural and urban settings and to operate a number of small schools increase per student expenditures within the conseil scolaire. Urban school divisions, in comparison, can realize economies of scale, which tend to reduce costs (Figure 53).

Figure 53: Per Student Expenditure on Education, Province-wide (1981 to 2003) and Rural, Urban, North, Conseil Scolaire School Divisions (Selected Years)

	1985	1990	1995	2000	2001	2002	2003
Rural	$ 4,205	$ 5,347	$ 5,646	$ 6,786	$ 7,491	$ 7,744	$ 8,266
Urban	3,708	4,536	4,817	5,930	6,365	6,534	6,877
North	5,117	7,359	7,583	8,357	9,514	10,051	10,606
Conseil Scolaire	-	-	6,929	11,300	11,781	12,133	13,816
Province	3,978	4,976	5,259	6,358	6,915	7,115	7,534

Note: These numbers are calculated by dividing the calendar year school board expenditures by the school year's full-time equivalent student enrolment (e.g., the 2003 numbers represent the 2003 calendar year expenditures divided by the full-time equivalent student enrolment for September 30, 2002).

Data in this figure are derived from information reported for the entire school division. Urban and rural classifications are based on the categorization of the school divisions.

Source: Saskatchewan Learning. (2004). *School Finance Data*. Regina, SK.

How do Saskatchewan expenditures on education compare to those of Canada as a whole?

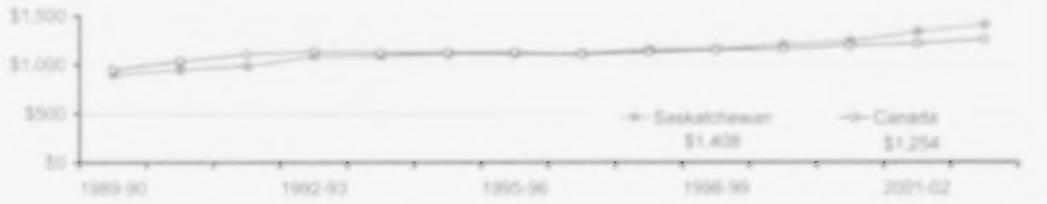
Many factors affect the amount of money that provinces spend on education. Some of these include how well the economy is growing, demographic changes that necessitate the building of new facilities, remuneration of educators, commitment of resources to implement curricular and technological initiatives, and competing demands for public funds. Gauging and comparing funding support for education requires the consideration of multiple measures and factors.

Figure 54 shows three comparative measures between Saskatchewan and overall Canada: education costs per student, education expenditures per capita, and cost per student as a percentage of GDP per capita. Saskatchewan per student costs increased to $8,161 (current dollars) in 2002-03, above the Canadian average of $7,938. Per capita expenditures on education are 12 percent higher in Saskatchewan than in Canada as a whole. Recently, education expenditures have been growing at a faster pace than the Saskatchewan economy as measured by expenditure per student as a percentage of GDP per capita. This figure has risen to 23.5 percent in 2002-03 from a low of 20.8 percent in 2000-01, although down from a high of 26.4 percent in 1992-93.

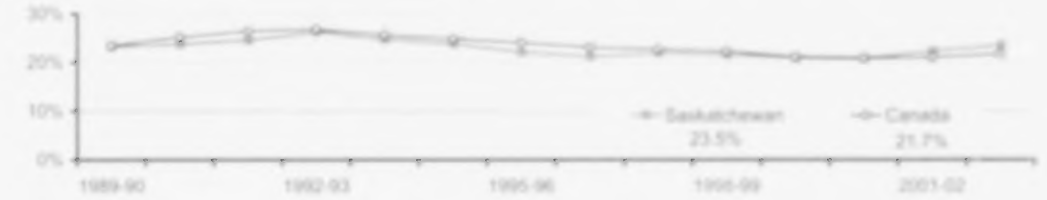
Figure 54: Education Expenditures, Per Student, Per Capita, and Per Student as a Percentage of GDP Per Capita, Saskatchewan and Canada, 1989-90 to 2002-03

Total Expenditure Per Student – Operating and Capital in Current Dollars

Expenditure Per Capita – in Current Dollars



Expenditure Per Student as a Percentage of GDP Per Capita



Note: Numbers in the above figures may not match those in other figures of this report, as they include teacher pension expenses and have been adjusted slightly to enable comparisons with the rest of Canada. Canada figures include the provinces and not the territories. Numbers for 2002-03 include estimated values.

Source: Statistics Canada. (2004). *Summary of Public School Indicators for the Provinces and Territories: Preliminary Data Covering the School Year 2002/2003*. Catalogue #81-595-MIE 2004022. Ottawa, ON.

Student Goals

Outcome indicators provide information about the results of teaching and learning. The indicators in this section on Student Goals are outcome indicators.

The Goals of Education for Saskatchewan describe the characteristics of an educated person and the hopes that Saskatchewan people have for the children of this province. Basic academic skills are the foundation of the Goals of Education. The Goals also emphasize personal and spiritual growth, interpersonal skills, life-long learning and being a responsible member of society.

Three types of student goals are discussed in this section:

- Grade 12 Completion
- Academic Skills and Achievements
- Personal and Social Values and Skills

Grade 12 Completion

A formal education, recognized with a Grade 12 certificate, is key to developing academic, personal and social skills, communicating the proficiencies of those skills, and paving the way to building on those skills through post-secondary education or work. There are six different secondary level programs through which students can attain Grade 12 standing: the Regular Program, the French Immersion Program, Programme Franaskois, the Alternative Education Program, Programme d'éducation alternative, and the Adult 12 Program.

In Saskatchewan

- *12,308 students were Grade 12 graduates in 2002-03, about 78 percent of all 18-year-olds*
- *percentages of students completing Grade 12 within 3 years of starting Grade 10 increased gradually from 1994-95 until 2002-03*
- *the dropout rates are among the lowest in the country at 2 percent for 17-year-olds, and 7 percent for 22-year-olds*

How many Grade 12 students are graduating?

The vast majority of Grade 12 completers attain their certificate through the 24-credit policy outlined in the Regular Program, the French Immersion Program and the Programme Franaskois. In these programs, students must complete a minimum of 24 high school credits, of which at least 5 must be at the Grade 12 level. Students must also satisfy a core set of requirements to ensure they have developed a well-rounded skill set across a broad array of subject areas. Most students take more than these minimum numbers of credits, broadening their options after they graduate, and preparing them with more skills and background knowledge to succeed in the pursuit of post-secondary options.

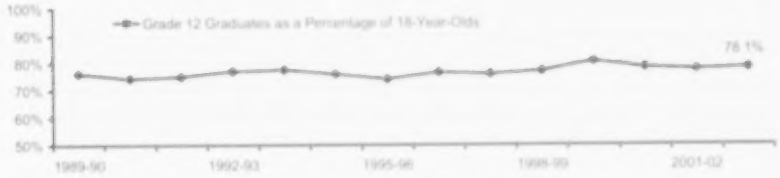
There were 12,308 Grade 12 graduates in 2002-03, about 1,000 higher than the number of Grade 12 graduates ten years earlier. Expressed as a percentage of the 18-year-old population, the 78 percent rate is slightly higher than the rate ten years ago and below the peak rate recorded in 1999-2000 (Figure 55).

On average, a Grade 12 graduate attained 27.7 Grade 10-12 credits including 9.8 Grade 12 credits in 2002-03. The increase in Grade 12 credits over the past ten years may be explained by the availability of more math courses (Math A, B, and C) and more optional courses, especially those in the Practical and Applied Arts group. Further, some Grade 12 courses do not require prerequisites, i.e. students in Grades 10, 11, and 12 can take a number of level 30 courses directly. In 2002-03, rural high school students took an average of 28.1 high school credits and 10.1 Grade 12 credits – more than urban, northern and correspondence students. Over the period since 1989-90, Northern and Correspondence School students have increased the average number of Grade 12 credits they have earned by almost 2 credits.

Figure 55: Number of High School Graduates and Average Credits Attained, by Location, and as a Percentage of the Age 18 Population, 1989-90 to 2002-03

		Average Number of:	
	Graduates	Grade 10-12 Credits	Grade 12 Credits
1989-90	10,969	26.9	8.3
1990-91	10,867	27.6	8.5
1991-92	10,916	27.9	8.6
1992-93	11,386	27.9	8.7
1993-94	11,602	28.0	8.8
1994-95	11,744	28.0	8.9
1995-96	11,546	28.0	9.0
1996-97	12,049	28.0	9.0
1997-98	11,845	28.0	9.5
1998-99	12,053	27.9	9.6
1999-00	12,546	27.8	9.8
2000-01	12,447	27.8	9.8
2001-02	12,354	27.7	9.8
2002-03	12,308	27.7	9.8

For 2002-03:		Average Number of:	
	Graduates	Grade 10-12 Credits	Grade 12 Credits
Rural	4,955	28.1	10.1
Urban	7,058	27.4	9.6
North	191	26.1	9.0
Correspondence	96	26.6	9.2
Province	12,308	27.7	9.8



Note: Numbers in this table may differ slightly from those reported in previous Indicators reports due to ongoing maintenance and updating of the Student Records System. The total number of graduates for the province includes students graduating from schools outside the province whose program meets the requirements of the Saskatchewan curriculum as well as the number of graduates shown by location. The provincial total also corrects for "double counting" which may occur when a student takes courses from more than one school type (e.g. rural and urban).

Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Source: Saskatchewan Learning. (2004). *Student Services Data*. Regina, SK.

Statistics Canada. (2003). *CANSIM II Data (Table 051-0001)*.

How persistent are students in working toward completion of Grade 12?

For a variety of reasons, some students do not complete Grade 12 in a lock-step one grade per year. Instead, there is a trend for students to continue taking classes toward the completion of Grade 12, by remaining at high school, taking correspondence school courses, or enrolling in post-secondary institutions. Staying in school or enrolling in courses until they successfully complete Grade 12 allows for greater opportunities in the world of work and greater potential for success in life.

This trend is illustrated in Figure 56. For instance, 70.5 percent of students who were in Grade 10 in 1992-93 graduated three years later, in their expected graduating year. However, some of the students who did not graduate in their normal graduating year continued on with their studies. By 2002-03, 79.1 percent of the students who were in Grade 10 in 1992-93 had graduated from Grade 12 and 0.2 percent were still taking classes.

Figure 56 also shows that the percentage of Grade 10 students who graduate three years later, in their normal graduating year, is gradually increasing. Almost 74 percent of students who were in Grade 10 in 2000-01 graduated three years later compared to 70.5 percent of those in Grade 10 in 1992-93.

The approximately 20 percent of students who do not graduate may:

- enter the labour market without completing Grade 12
- attain Grade 12 status through the General Educational Development Testing Service
- transfer to another province to complete their studies.

Figure 56: Percentage of Saskatchewan Students Completing Grade 12 by Years After Starting Grade 10, 1992-93 to 2000-01

	Years from Start of Grade 10 to High School Completion						Still
Grade 10 Year	3	4	5	6	7	≥ 8	Registered
1992-93	70.5%	76.0%	77.5%	78.1%	78.5%	79.1%	0.2%
1993-94	71.0%	76.7%	78.1%	78.8%	79.2%	79.8%	0.3%
1994-95	72.3%	77.0%	78.5%	79.2%	79.7%	80.2%	0.4%
1995-96	72.5%	77.3%	78.8%	79.5%	79.9%	80.1%	0.4%
1996-97	72.9%	78.1%	79.4%	79.9%	80.3%		0.7%
1997-98	74.1%	78.5%	79.9%	80.7%			1.3%
1998-99	74.8%	79.0%	80.3%				2.6%
1999-00	74.6%	78.9%					6.2%
2000-01	73.9%						16.5%

Note: Numbers in this table include all students registered on the Student Record System (including those from correspondence, independent and First Nations schools). These numbers may differ slightly from those reported in previous Indicators reports due to broader inclusion of all students on the system, and due to ongoing maintenance and updating of the Student Records System.

Source: Saskatchewan Learning. (2004). *Student Services Data*. Regina, SK.

Significant numbers of Saskatchewan residents, who do not have a high school diploma, have participated in the General Educational Development (GED) Testing Program over many years to earn a grade 12 equivalency (GED) diploma. While the number of those earning the GED averaged almost 1500 annually over the period 1994 to 2001, the number of test participants has fallen by one-third, and the number of those completing the GED program has decreased by half in the last two years reported (Figure 57).

The age profile of the individuals who completed the GED battery of tests in 2002 is fairly similar in Saskatchewan and Canada, but quite different in the U.S.A. The average age of test passers is 31.2 years in Saskatchewan, 31.8 in Canada and 23.8 in the United States.

The profile of the last grade completed before leaving school by GED candidates tested in 2002 shows that the largest number of GED participants from Saskatchewan and Canada had completed Grade 10, and the largest group of those from the United States had completed Grade 11.

Figure 57: General Educational Development (GED) Test Participation in Saskatchewan, 1994-2003

Year	1994	1995	1996	1997	1998	1999	2000	2001*	2002	2003
Number of GED Test Participants**	2,112	1,870	2,083	1,808	2,092	2,147	1,988	2,092	1,143	1,387
Number of Candidates Earning GED Credential***	1,583	1,420	1,498	1,325	1,478	1,586	1,411	1,482	679	764

Note: *Annual test results for the years 2001 and prior were reported on a year ending in August, while test results for 2002 and beyond are reported on a calendar year. The results for 2001 do not include the 1,181 who wrote and 769 who completed the GED during the period September to December 2001.

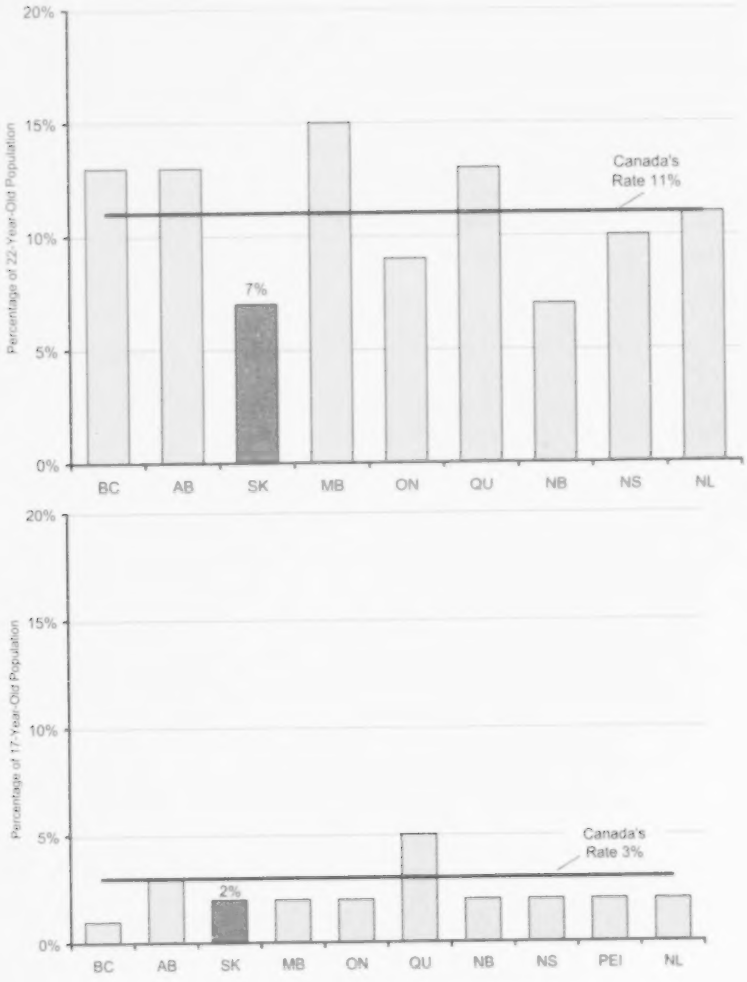
**Includes those who wrote at least one of the five GED tests during the year whether or not they passed, had completed the whole battery of five GED tests, or had test scores pending.

***Includes those who met the passing score requirements and earned GED credential.

Source: Saskatchewan Learning. (2004). *Programs Branch Data*. Regina, SK.

Data from the Youth in Transition Survey provide further evidence of the persistence of Saskatchewan youth to complete or work toward completion of Grade 12. Using a definition of dropout as being an individual who was not enrolled in high school and had not completed the requirements for a high school diploma by December 2001, Saskatchewan had among the lowest dropout rates in Canada at two percent for 17-year-olds and seven percent for 22-year-olds (Figure 58). Comparable Canadian rates were three percent and eleven percent.

Figure 58: High School Dropout Rates at Ages 17 and 22, Canada and Provinces, 2001



Note: Youth in Transition Survey sampling methodology results in less reliable data for dropout rates in the Atlantic provinces, which also results in Prince Edward Island not being reported for 22-year-olds. When considering the longitudinal sample for 22 year-olds, dropout rates stated are based on less reliable data for most provinces in comparison with the first cycle.

Source: Human Resources and Skills Development Canada and Statistics Canada. (2004). *In and out of high school: First results from the second cycle of the Youth in Transition Survey, 2002.*

Human Resources and Skills Development Canada and Statistics Canada. (2004). *Education and labour market pathways of young Canadians between age 20 and 22: an Overview.*

Academic Skills and Achievement

Building skills, acquiring knowledge and developing understandings begin at the early moments of life, take place during the pre-school years, occur formally through school experiences, and continue as a life long endeavour through the adult years. Students' active participation in school learning experiences and the outcomes of these experiences are planned and monitored by teachers on a regular basis. The Department of Learning maintains a formal record of courses taken, marks received and credits attained once students register at the secondary level (Grades 10-12).

In Saskatchewan

- *high school students complete about 8 course credits per year, keeping relatively stable during the past decade*
- *female students have higher marks than male students in virtually all Grade 12 courses*

What courses are high school students taking?

In 2002-03, high school students typically spent over 20 percent of their course time on language arts (including Français), almost 20 percent of their course time on practical and applied arts, almost 18 percent of their course time on natural sciences, and 16 percent of their course time on mathematics. Practical and applied arts includes courses like entrepreneurship, commercial cooking, wildlife management, career and work exploration, and a range of technical courses like welding.

Compared to ten years earlier, high school course registrations in arts education and practical and applied arts have increased by almost four percentage points. Part of this increase may be explained by policy changes requiring at least two Grade 10-12 credits in these areas (combined) to satisfy graduation requirements under the 24 credit policy. Consequently, course registrations in language arts, science and mathematics have declined slightly as a proportion of total student course registrations (Figure 59).

Figure 59: Percentage of Course Time Spent on Various Subjects at the High School Level, 2002-03 and 1992-93

	Percentage of Typical Student's Course Time						
	2002-03						1992-93
	Urban	Rural	North	Male	Female	Province	Province
Arts Education	6.6	4.2	5.6	4.5	6.7	5.6	5.0
Health & Physical Education	5.8	7.6	6.4	7.3	5.7	6.5	5.6
Language Arts	20.3	20.5	22.1	20.3	20.5	20.4	21.7
Mathematics	15.7	15.4	13.6	15.3	15.7	15.5	16.1
Natural Science	16.9	18.6	15.9	17.1	17.9	17.5	18.9
Practical & Applied Arts	19.5	18.8	18.1	21.1	17.2	19.2	16.3
Social Science	13.1	13.0	15.1	12.8	13.5	13.2	12.4
Other	2.1	1.9	3.2	1.5	2.8	2.1	4.1

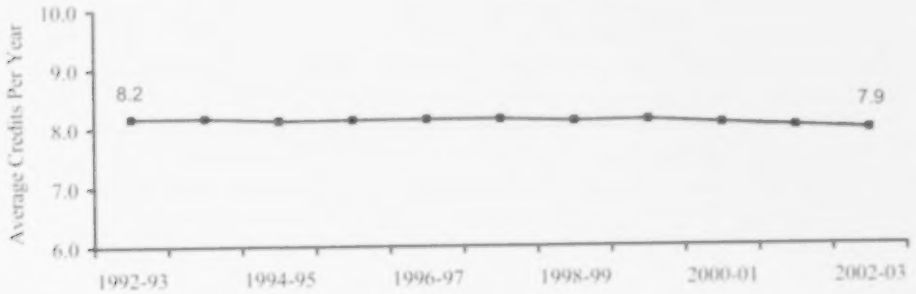
Note: Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Source: Saskatchewan Learning. (2004). *Student Services Data*. Regina, SK.

How many credits are high school students attaining?

High school credits represent successful completion of Grade 10-12 courses and mark important steps in fulfilling requirements toward Grade 12 certification. Figure 55 shows the total number of credits attained by Grade 12 graduates over the years 1989-90 to 2002-03. Figure 60 shows the rate at which the credits have been attained across the system, including not only graduates, but all students, even those who may discontinue their schooling during the year. The credit attainment rate has remained quite steady at about 8 credits per year over the past eleven years.

Figure 60: Average Grade 10-12 Credits Per Year, 1992-93 to 2002-03



Note: Average credits per year are calculated using data for all students registered on the Student Records System from all schools including correspondence, independent and First Nations schools, as long as they have received a mark in two subjects.

Source: Saskatchewan Learning. (2004). *Student Services Data*. Regina, SK.

How well are Grade 12 students achieving?

In the classroom, teachers use a number and variety of assessment approaches to evaluate student progress. These approaches range from tests, projects and assignments to performance tasks, direct observation, anecdotal records and self-evaluations. Students' final marks in Grade 12 are determined in one of two ways. About three-quarters of students' marks are set entirely by the classroom teacher accredited and charged with that responsibility in a particular subject. The other one-quarter of students' marks include both classroom teacher mark submissions and final provincial examinations.

Figure 61 shows enrolment percentages and final marks of female and male students in selected Grade 12 subjects. In all subjects shown, provincial average marks of female students were higher than those of male students, consistent with findings from previous years. These differences were about 2-5 percent in the mathematics and science subjects, and about 5-8 percent in the English and social science subjects.

In Grade 12, about 51 percent of students are female and 49 percent are male. For most subjects, female and male student enrolments reflect this proportion within a few percentage points. However, females are more likely than males to enrol in Native Studies 30, Biology 30 and Chemistry 30, and males are more likely than females to enrol in Physics 30, Calculus 30 and History 30.

Figure 61: Percentage Enrolment and Average Mark for Selected Level 30 Courses, by Gender, by Rural, Urban and Northern School Locations, 2002-03

	Registrations		Urban		Rural		North		Province	
			Female	Male	Female	Male	Female	Male	Female	Male
English Language Arts A 30	13,965	% enrol.	51.2	48.8	50.5	49.5	60.5	39.5	51.3	48.7
		avg. mark	73.0	65.4	75.5	67.4	66.3	58.5	73.7	66.0
English Language Arts B 30	13,637	% enrol.	50.8	49.2	50.8	49.2	64.7	35.3	51.2	48.8
		avg. mark	72.8	65.9	75.9	67.9	65.8	59.5	73.7	66.5
History 30	7,858	% enrol.	48.3	51.7	49.2	50.8	100.0	0.0	48.8	51.2
		avg. mark	72.6	67.6	74.6	68.5	80.0	--	73.6	68.0
Native Studies 30	1,910	% enrol.	61.6	38.4	53.4	46.6	59.6	40.4	59.3	40.7
		avg. mark	69.5	62.5	65.4	57.4	64.1	58.7	67.7	60.5
Social Studies 30	3,980	% enrol.	49.3	50.7	52.1	47.9	62.3	37.7	50.5	49.5
		avg. mark	72.3	65.6	74.0	69.6	58.9	58.4	72.3	66.6
Mathematics A 30	12,463	% enrol.	51.4	48.6	51.1	48.9	61.8	38.2	51.5	48.5
		avg. mark	67.1	62.7	72.4	67.5	63.7	61.9	69.0	64.6
Mathematics B 30	9,108	% enrol.	51.1	48.9	52.0	48.0	66.9	33.1	51.7	48.3
		avg. mark	71.6	68.4	74.5	70.7	65.2	63.5	72.7	69.3
Mathematics C 30	6,519	% enrol.	50.6	49.4	53.1	46.9	66.0	34.0	51.8	48.2
		avg. mark	74.5	71.6	76.5	73.4	68.2	70.2	75.3	72.3
Calculus 30	2,410	% enrol.	46.0	54.0	53.1	46.9	44.4	55.6	47.8	52.2
		avg. mark	80.0	77.4	81.2	76.8	87.2	79.8	80.3	76.8
Biology 30	10,373	% enrol.	61.2	38.8	56.1	43.9	64.9	35.1	59.4	40.6
		avg. mark	71.4	66.8	73.3	67.7	64.3	59.1	72.0	67.1
Chemistry 30	7,094	% enrol.	57.2	42.8	55.5	44.5	65.2	34.8	56.5	43.5
		avg. mark	73.2	70.3	74.4	71.2	63.6	60.8	73.5	70.5
Physics 30	5,821	% enrol.	43.4	56.6	50.0	50.0	57.3	42.7	46.5	53.5
		avg. mark	76.1	73.3	74.9	73.1	65.4	67.4	75.3	73.3

Note: Data above refer to Core curricula-based subjects except for Calculus. Provincial results include Correspondence School enrolments and marks.

Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Source: Saskatchewan Learning. (2004). *Student Services Data*. Regina, SK.

Large-Scale Assessment Results

Complex skills are essential for success in today's changing world. These include the ability to solve problems; to gather, analyze and evaluate information; to work collaboratively with others; and to resolve conflict. At the same time, basic skills such as the ability to read, write and compute are more important than ever.

Each year since 1994, a sample of Saskatchewan students participate in provincial, national and/or international learning assessments, focused on a key subject area or learning domain.

The Programme for International Student Assessment (PISA) includes academic achievement testing in reading, mathematics and science, and also collects contextual information about the learning environment. Each PISA cycle assesses all three subject areas, but with an emphasis on a different one in each cycle. PISA examined reading most thoroughly in 2000, mathematics in 2003, and will focus on science in 2006. The representative provincial sample is not designed to provide individual reports to schools or school divisions. PISA data from the 2003 assessment will not be available until after the Saskatchewan Education Indicators report for 2004 has been finalized.

The School Achievement Indicators Program (SAIP) is national in scope and assessed mathematics in 2001, writing in 2002, and science in 2004 to complete the third cycle of SAIP assessments. Student, teacher and school questionnaires provide additional contextual information. The pan-Canadian survey sample is representative for each province or territory, but is not designed to provide reports back to participating schools or school divisions. This report draws on information produced by the SAIP Writing Assessment conducted in 2002.

The Pan-Canadian Assessment Program is a national assessment program scheduled to replace SAIP beginning in 2007. It differs from SAIP in that it has the potential to provide a link between PISA and provincial assessments by using common elements and questions.

The Saskatchewan Assessment for Learning program supports the School^{PLUS} initiative by providing information to schools and school divisions to enable locally-determined improvements in student learning. These assessments include academic testing, and student and teacher questionnaires designed to inform discussions regarding student, parent, educator and administrative opportunities to improve student learning. Although the program is provincial in scope, participation by school divisions is voluntary.

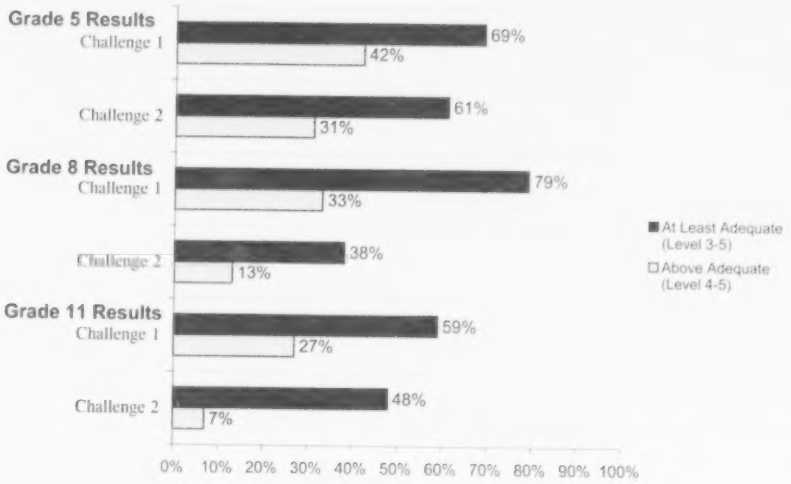
The Assessment for Learning Math Project series began in 2002 with a pilot involving Grades 5, 8 and 11 in northwestern Saskatchewan, which was followed by a province-wide invitation to participate at the Grade 8 level in 2003. In 2004, the math assessments for Grades 5, 8 and Math 20, produced a large sample size of approximately 11,000 students at each level and 2,300 teachers. This large sample enabled local reports to be produced for participating schools and school divisions within a provincial context. A provincial reading assessment is currently being developed for Grades 5, 7 and 10 for English, French Immersion and Fransaskois students and will be administered in the spring of 2005.

How are Saskatchewan students doing in mathematics?

Figure 62 shows the extent to which students in the respective grades demonstrated an adequate or above adequate level of understanding of those areas of math tested by the math challenges contained in the 2004 Math Assessment Project. These challenges are based on the learning objectives contained in the provincial curriculum.

In Grade 8, 79 percent of students achieved "at least adequate" performance in the data management and ratio and measurement strand of Challenge 1, while 38 percent of these students achieved the same level of performance in the algebra and geometry strands of Challenge 2. Only 7 percent of students in Grade 11 and only 13 percent of students in Grade 8 demonstrated "above adequate" performance in the elements contained in their own Challenge 2.

Figure 62: Saskatchewan Mathematics Assessment - Math Challenges Results, Grades 5, 8 and 11, 2004



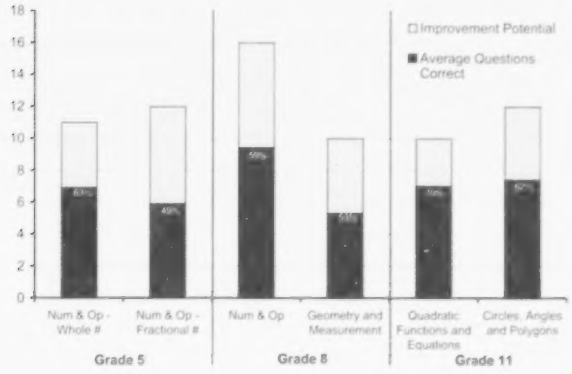
Notes: The following math strands were assessed in each of the challenges listed below:
Grade 5 Challenge 1 – Data Management and Number and Operations.
Challenge 2 – Geometry, Measurement and Numbers and Operations.
Grade 8 Challenge 1 – Data Management and Ratio and Proportion.
Challenge 2 – Algebra, Geometry/Measurement and Data Management.
Grade 11 Challenge 1 – Irrational Numbers, Angles and Polygons and Circles.
Challenge 2 – Quadratic Equations, Consumer Mathematics, Probability, Irrational Numbers and Quadratic Functions.

Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics, Math Challenges*. Regina, SK.

Figure 63 shows the average number and percentage of questions students answered correctly in the multiple-choice component of the 2004 Math Assessment for selected areas of the math curriculum for each grade. Conversely, these graphs also indicate the potential for improvement in those areas. The number of questions in each instance is based on the proportion of the curriculum those areas represent for the respective grades. In Grade 8, the 16 questions on Numbers and Operations represent over 40 percent of the 38 questions asked in total.

Within the math strands selected for each grade, the degree of success experienced by students within the cohort differs. For example, in Grade 11, the average percentage of questions answered correctly is 70 percent for Quadratic Functions and Equations, and 62 percent for Circles, Angles and Polygons. However, the accompanying table shows that 53 percent of Grade 11 students got three-quarters of all the questions correct for Quadratics, and 31 percent had the same degree of success in Circles and Polygons.

Figure 63: Saskatchewan Mathematics Assessment – Multiple Choice Test Results, Selected Areas, Grades 5, 8 and 11, 2004



	About ¾ or more correct
Grade 5	
Numbers and Operations – Whole Numbers	41%
Numbers and Operations – Fractional Numbers	21%
Grade 8	
Number and Operations	28%
Geometry and Measurement	26%
Grade 11	
Quadratic Functions and Equations	53%
Circles, Angles and Polygons	31%

Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics, Multiple Choice Test Results*. Regina, SK.

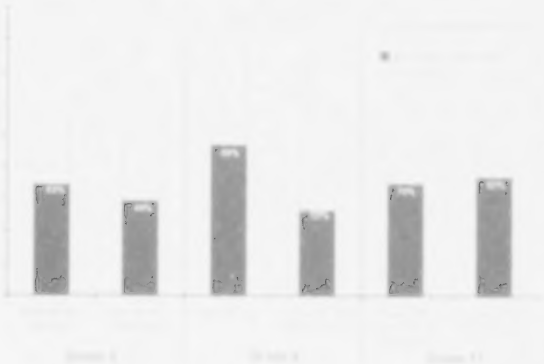
How are Saskatchewan students doing in writing?

About 2,000 Saskatchewan 13- and 16-year-old students participated in the national 2002 School Achievement Indicators Program Writing Assessment III. The writing assessment considered the student's skill in integrating the development and organization of ideas, and achieving clarity of communication and correctness of language, to support a specific purpose.

Student performance was measured based on five levels of achievement. Level 1 represents limited achievement and Level 5 represents the highest achievement. The same assessment criteria and tests were used for both 13- and 16-year-old students. Modifications to the assessment and scoring procedures followed in this assessment were significant enough that direct comparisons to earlier writing assessments in the 1990s were not reported.

In 2002, 75 percent of Saskatchewan 13-year-olds achieved at least adequate (Level 2-5) performance, compared to 81 percent of English-speaking students nationally, and 32 percent of Saskatchewan 13-year-olds achieved above adequate levels (Level 3-5) compared to 39 percent of English-speaking students nationally.

Figure 63: Saskatchewan Mathematics Assessment – Multiple Choice Test Results, Selected Areas, Grades 5, 8 and 11, 2004



	About ¾ or more correct
Grade 5	
Numbers and Operations – Whole Numbers	45%
Numbers and Operations – Fractional Numbers	21%
Grade 8	
Number and Operations	24%
Geometry and Measurement	26%
Grade 11	
Quadratic Functions and Equations	53%
Circles, Angles and Polygons	31%

Source: Saskatchewan Learning, (2004). Provincial Learning Assessment Program – Mathematics Grades 5, 8 and 11 Results Report, 2004.

About 2,000 Saskatchewan 13- and 16-year-old students participated in the national 2002 School Achievement Indicators Program Writing Assessment III. The writing assessment considered the student's skill in integrating the development and organization of ideas, and achieving clarity of communication and correctness of language, to support a specific purpose.

Student performance was measured based on five levels of achievement. Level 1 represents limited achievement and Level 5 represents the highest achievement. The same assessment criteria and tests were used for both 13- and 16-year-old students. Modifications to the assessment and scoring procedures followed in this assessment were significant enough that direct comparisons to earlier writing assessments in the 1990s were not reported.

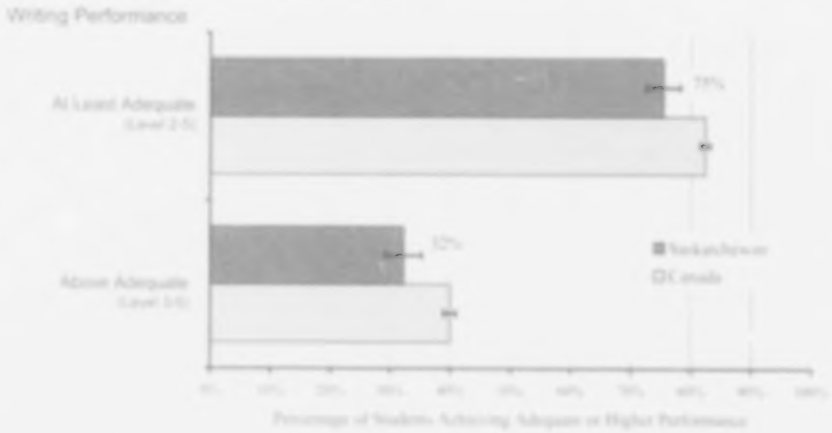
In 2002, 75 percent of Saskatchewan 13-year-olds achieved at least adequate (Level 2-5) performance, compared to 81 percent of English-speaking students nationally, and 32 percent of Saskatchewan 13-year-olds achieved above adequate levels (Level 3-5) compared to 39 percent of English-speaking students nationally.

About 57 percent of Saskatchewan 16-year-olds reached adequate (Level 3-5) performance levels or higher, compared to 58 per cent of English-speaking students nationally, and 15 percent of Saskatchewan 16-year-olds reached above adequate levels (Level 4-5) compared to 18 percent of English-speaking students nationally (Figure 64).

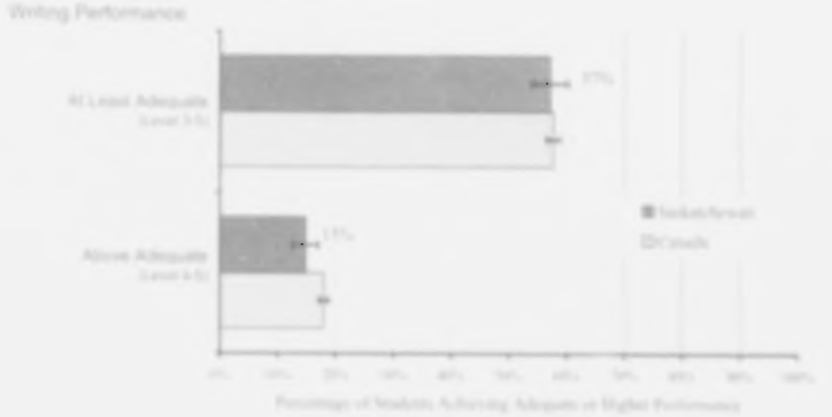
While the results for Saskatchewan 13-year-old students at Level 2 or better were generally below the English-speaking Canadian student profile, the results for Saskatchewan 16-year-olds at Level 3 or better were considered comparable.

Figure 64: Writing Assessment Results, Saskatchewan and Canada, 13- and 16-Year-Old Students, 2002

13-Year-Old Students' Performance



16-Year-Old Students' Performance



Note: Student achievement in Saskatchewan does not differ significantly from student achievement in Canada if the "margin of statistical error" bars overlap for a particular measure.

Source: Council of Ministers of Education, Canada. (2004). *Report on Writing Assessment. School Achievement Indicators Program 2002*. Toronto, ON.

To what extent do Saskatchewan students demonstrate critical thinking "habits of mind"?

Like other provinces, Saskatchewan has identified general competencies students can develop through subject areas across the provincial curriculum. In Saskatchewan, these generic skills are referred to as six Common Essential Learnings.

One area of generic skill is critical thinking. This includes core skills of interpretation, analysis, evaluation, inference, explanation and metacognition. Metacognition involves the self-conscious monitoring of thinking activities, the strategies used in those activities and the results of the process. Metacognition leads an individual to question, confirm or revise their reasoning, a set of activities referred to as "critical habits of mind".

In 2002, the School Achievement Indicators Program tested an assessment instrument that linked reading and writing performance to a study of critical thinking. The assumption was that this assessment tool would provide data for the further development of ways to assess student performance in acts of critical thinking and metacognition as part of large-scale evaluations.

The purpose of the assessment was to gather evidence of students' habits of mind in a typical school activity, not to determine the effectiveness of student thinking. More specifically, this SAIP Writing III Secondary Study collected observable information based on written student responses to questions about a short text and focused on three primary "habits of mind". These were: offering a basic interpretation of the text; elaborating or providing reasoning for their interpretations; and evaluating, that is making critical judgments about the text.

The purpose of the exercise was to examine the extent to which students demonstrate higher level thinking, going beyond concrete and explicit interpretations to inferred, critical and aesthetic judgments supported by careful reasoning. The exercise also looked for evidence of metacognition, the act of "thinking about one's thinking".

The results for Saskatchewan students are statistically similar to those for Canadian students, although more Saskatchewan 13-year-olds express "tangential comments", or comments that misconstrue the text, than do Canadian students, and more Canadian 13-year-olds provide "meaning that goes beyond the events, relationships, and/or moral found in the text."

When the results are compared between the two age groups of students in Saskatchewan, only a small percentage of both groups simply retold the text, and there was a 13 percent drop in the percentage of 16-year-olds who expressed "tangential comments". There was approximately a 10 percent increase in the number of 16-year-olds who provided elaboration or who demonstrated evaluation.

In the most effective habits of mind in each domain, almost 20 percent more 16-year-olds than 13-year-olds "provided meaning beyond the text", "provided extended reasoning", and "demonstrated critical thought" (Figure 65).

Figure 65: Secondary Study to SAIP Writing Assessment: Habits of Mind, Percentages for 13- and 16-year olds, Saskatchewan and Canada, 2002

When prompted.....		13-year-olds		16-year-olds	
		Sask	Canada	Sask	Canada
Offers Meaning	Expresses tangential comments	32.7	27.9	20.2	18.9
	Provides a retelling or summary	13.6	13.1	7.9	6.9
	Provides meaning beyond text	53.0	58.8	71.8	74.0
	Overall	99.3	99.9	99.9	99.8
Elaborates	Provides some reasoning	48.5	44.9	38.9	36.3
	Provides extended reasoning	24.7	24.8	42.6	45.8
	Overall	73.2	69.7	81.5	82.1
Evaluates	Provides some evidence of personal judgement	39.6	38.5	33.5	31.4
	Demonstrates critical thought	19.6	20.3	37.6	39.1
	Reaches judgement by considering aesthetics	1.5	1.2	1.6	1.9
	Overall	60.7	60.1	72.7	72.4

Note: Generally, differences between age groups or between Saskatchewan and Canada are not statistically significant unless they differ by about 5 percent.
Numbers may not sum to the total due to rounding.

Source: Council of Ministers of Education, Canada. (2004). *2002 School Achievement Indicators Program: Secondary Study to Writing Assessment – Students' Habits of Mind.*

When habits of mind are examined based on gender and jurisdiction, differences begin to emerge. For example, 58 percent of 13-year-old Saskatchewan females provided meaning beyond the text, compared to 49 percent of 13-year-old Saskatchewan males, 63 percent of 13-year-old Canadian females, and 55 percent of their Canadian male peers. At age 16, 74 percent of Saskatchewan females provided meaning beyond the text compared to 69 percent of Saskatchewan males, and 79 percent of Canadian females.

Under the heading of elaboration, 13-year-old Saskatchewan females provided elaboration more frequently than did 13-year-old Saskatchewan males. This is a result of their higher scores in providing extended reasoning. At age 16, 49 percent of Saskatchewan females provided extended reasoning compared to 37 percent of Saskatchewan males, and 52 percent of Canadian females.

In the third domain, evaluation, 24 percent of Saskatchewan females demonstrated critical thought, compared to 16 percent of 13-year-old Saskatchewan males. At age 16, this difference changed very little with Saskatchewan females scoring 42 percent and Saskatchewan males 33 percent. (Figure 66).

Figure 66: Secondary Study to SAIP Writing Assessment: Habits of Mind, Percentages for 13- and 16-year olds, by Gender, Saskatchewan and Canada, 2002

When prompted...		13-year-olds				16-year-olds			
		Saskatchewan		Canada		Saskatchewan		Canada	
		Male	Female	Male	Female	Male	Female	Male	Female
Offers Meaning	Provides meaning beyond text	48.5	58.3	54.5	62.6	69.4	74.2	68.4	79.3
Elaborates	Provides extended reasoning	18.2	32.4	21.4	27.8	37.0	48.5	39.3	52.2
Evaluates	Demonstrates critical thought	15.8	24.2	17.2	22.9	33.3	42.0	33.8	44.3

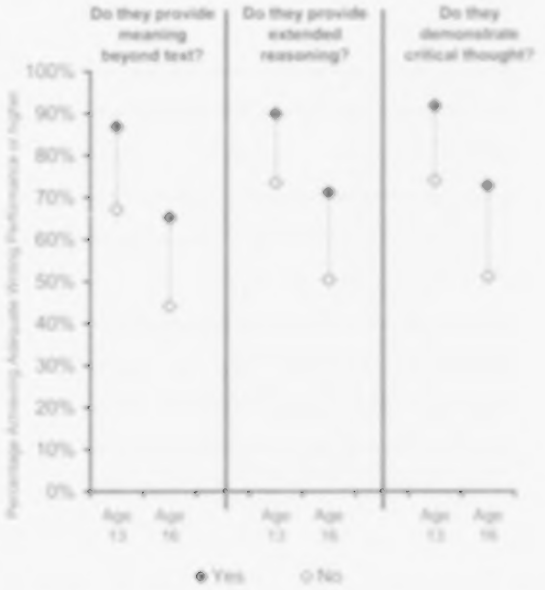
Source: Council of Ministers of Education, Canada. (2004). *2002 School Achievement Indicators Program: Secondary Study to Writing Assessment – Students' Habits of Mind.*

To what extent do critical habits of mind relate to levels of academic performance for Saskatchewan students?

The degree of success achieved by students on the SAIP Writing Assessment in 2002 was examined in relation to whether or not those students demonstrated the most effective habit of mind identified in each of the three domains or categories of habits of mind used in the assessment.

More specifically, 87 percent of the thirteen-year-old students who "provided meaning beyond the text" achieved Level 2 or above in the writing assessment, while 67 percent of those who did not demonstrate that habit of mind achieved the same level of performance in the writing assessment. Similarly, 65 percent of 16-year-old students who "provided meaning beyond the text" achieved Level 3 or above in the writing assessment, while only 44 percent of those who did not "provide meaning beyond the text" achieved adequate writing performance. In general, more of the students who exhibited "extended reasoning" or "critical thought" demonstrated adequate writing performance for their age group than those students who did not show those critical habits of mind during the assessment (Figure 67).

Figure 67: Saskatchewan Students' Thinking and Inferring Skills, and Relationship to Writing Performance, 13- and 16-year-olds, 2002



Note: Students aged 13 require Level 2 or above for adequate writing performance while students aged 16 require Level 3 or above for adequate writing performance.

Source: Council of Ministers of Education, Canada. (2004). *2002 School Achievement Indicators Program: Secondary Study to Writing Assessment – Students' Habits of Mind.*

Personal and Social Values, Attitudes and Skills

In Saskatchewan

- *most students like to learn, feel good about school and their school work, and have a sense of belonging at school*
- *most students consider the subjects they study as important, and persist to complete difficult tasks*
- *most students assume responsibility for how well they are doing in school*
- *about one-half of Grade 8 students spend at least one hour per week doing homework in mathematics*
- *about 32 percent of Grade 8 students watch over 10 hours of television per week*

Living a productive and healthy life, working cooperatively with others, and behaving responsibly in society are as important for personal and career success as academic skills. The Goals of Education focus on personal and social values and skills as well as on academics.

What are Saskatchewan students' attitudes toward school?

Students' attitudes toward school, how they feel others value their success in school, and the interest they have in school activities contribute to their commitment to learn and to do well in school. Students participating in a 2002 writing assessment completed a questionnaire about their attitudes and practices toward language arts and school in general.

Almost all Saskatchewan students reported that they like to learn new things. About three in four students reported feeling good about school and their school work, but only half the students indicated they were genuinely interested in their school work. About 60 percent said they enjoyed school. These general attitudes about school and school work were very similar in Saskatchewan and Canada. Fewer Saskatchewan than Canadian students thought it is very important for them to do well in school, and perceived that their parents think it is very important for them to do well in school. With respect to teachers' and friends' beliefs of the importance of them doing well at school, Saskatchewan students' perceptions were similar to all of Canada (Figure 68).

Figure 68: Student Attitudes About School, Saskatchewan and Canada, 2002

	Saskatchewan		Canada	
	Age 13	Age 16	Age 13	Age 16
Students reporting that they ...				
like to learn new things	95%	97%	95%	98%
enjoy going to school	61%	59%	61%	58%
feel good about school	77%	75%	73%	71%
are genuinely interested in school work	50%	47%	49%	48%
feel good about their school work	80%	70%	76%	70%
are usually bored in school	54%	59%	54%	57%
agree there are not many interesting things to do in school	44%	54%	44%	51%
Students' perceptions: It is very important for me to do well in school, according to ...				
me	63%	52%	67%	60%
my parents	82%	74%	83%	78%
my teachers	67%	57%	65%	55%
my friends	13%	10%	12%	14%

Note: Percentages in the table above indicate the percentage of students who agreed or strongly agreed with the given statements. Generally, differences between age groups or between Saskatchewan and Canada are not statistically significant unless they differ by about 5 percent.

Source: Council of Ministers of Education, Canada. (2004). *2002 School Achievement Indicators Program: Writing Assessment Student Questionnaire.*

Students' sense of belonging, how they feel they are treated and how they get along with others at school can affect their attitudes toward school and learning, and can influence the success they experience in their learning. The great majority of Saskatchewan students has many friends, get along with others, and feel respected and fairly treated at school. Most reported feeling important at school. Saskatchewan results were similar to overall Canada results (Figure 69).

Figure 69: Students' Sense of Belonging at School, Saskatchewan and Canada, 2002

	Saskatchewan		Canada	
	Age 13	Age 16	Age 13	Age 16
Students reporting that they ...				
have lots of friends in school	89%	91%	93%	92%
get along with most students at school	90%	95%	91%	93%
feel important at school	60%	54%	57%	51%
know people respect them at school	81%	86%	82%	87%
feel teachers treat them fairly	87%	86%	81%	84%

Note: Percentages in the table above indicate the percentage of students who agreed or strongly agreed with the given statements. Generally, differences between age groups or between Saskatchewan and Canada are not statistically significant unless they differ by about 5 percent.

Source: Council of Ministers of Education, Canada. (2004). *2002 School Achievement Indicators Program: Writing Assessment Student Questionnaire Unpublished Data.*

What are Saskatchewan students' attitudes toward math?

Saskatchewan Grade 5, 8 and 11 (Math 20) students participating in a provincial mathematics assessment in 2004 also completed a questionnaire about their attitudes and practices toward mathematics and school in general. These students indicated that while the proportion of students who liked mathematics declined from 83 percent in Grade 5 to 48 percent in Grade 11, and the proportion of students who thought mathematics was important to learn declined from 86 percent in Grade 5 to 69 percent in Grade 11, the proportion of students who usually or almost always come prepared for math class increased from 77 percent in Grade 5 to 86 percent in Grade 11 (Figure 70).

Figure 70: Student Attitudes Toward Mathematics, Grade 5, 8 and 11, Saskatchewan, 2004

Percentage of students reporting ...	Grade 5	Grade 8	Grade 11
I like mathematics (agree/strongly agree)	83%	55%	48%
I think mathematics is important to learn.	86%	77%	69%
Mathematics helps them in future schooling.	57%	61%	64%
Mathematics is useful to everyday life.	67%	61%	38%
Mathematics will help them to get a good job.	57%	56%	50%
Mathematics helps them in other subjects.	40%	37%	37%
I come prepared for math class. (usually/almost always)	77%	80%	86%
I even finish hard math assignments or ones that are boring. (usually/almost always)	74%	74%	59%
I try to do my best work when I do math assignments. (usually/almost always)	93%	85%	77%
Spend one or more hours each week doing math outside class time.	44%	45%	51%

Note: The scales used for these questions vary. Percentages in the table above indicate the percentage of students who answered "**agree" or "strongly agree", "yes", "usually" or "almost always"** to given statements.

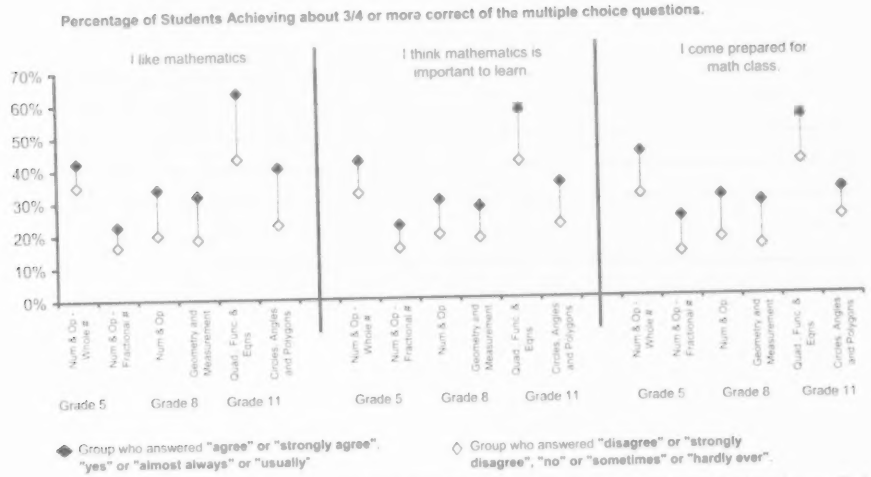
Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics, Student Questionnaire*. Regina, SK.

Is there a relationship between students' attitudes and their academic performance?

Students' attitudes develop over time and are often affected by the types of role models they have, the positive and negative circumstances they have experienced, and the character and dispositions they develop. Attitudes related to commitment, persistence, enjoyment, interest and flexibility allow students to work cooperatively and effectively with others, engage in tasks, cope with adversity, and experience more success throughout life. These same attitudes often contribute to more success at school and increased academic performance.

Figure 71 compares the percentage of Saskatchewan students answering correctly at least three-quarters of the questions related to specific areas of the math curriculum for their grade with reference to specific attitudes or characteristics. In Grades 5, 8 and 11, a higher percentage of students who liked math, thought math was important to learn, or came prepared for math class got at least three-quarters of the questions correct than those students who did not like math, did not think it was important, or who did not come prepared for math class. The levels of achievement were least differentiated when Grade 5 students who did or did not like math were assessed on whole numbers and fractions, and most differentiated when Grade 11 students who did or did not like math were assessed on quadratic equations and (geometry) circles, angles and polygons.

Figure 71: Saskatchewan Students' Attitudes and Academic Performance, Grades 5, 8 and 11 Math, 2004


Percentage of Students Achieving about 3/4 or more correct of the multiple choice questions.
I like mathematics
I think mathematics is important to learn.
I come prepared for math class.
70%
60%
50%
40%
30%
20%
10%
0%
Num & Op - Whole #
Num & Op - Fractional #
Num & Op
Geometry and Measurement
Quad, Func & Eqns
Circles, Angles and Polygons
Grade 5
Grade 8
Grade 11
◆ Group who answered "agree" or "strongly agree", "yes" or "almost always" or "usually"
◇ Group who answered "disagree" or "strongly disagree", "no" or "sometimes" or "hardly ever".

Note: When the number of questions related to a specific subject area in the math curriculum is not divisible by four, it is not possible to calculate exactly when students get 75 percent of the questions correct. In these cases, a statistical technique was used to determine the approximate number of students obtaining 75 percent of the questions correct.

Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics. Unpublished Data.* Regina, SK.

How do Saskatchewan students spend some of their time outside school hours?

Students develop skills and attitudes in many contexts including those outside of school. Also, the activities students engage in outside of school can affect the time they spend working on school assignments, reflect on what they are learning, and extend their learning to other areas of life.

Figure 72 gives information about how students use some of their time outside school hours in any one of three selected categories of activities. It does not provide a profile of how students combine their time spent across those activities. Between one-quarter and one-third of Grade 5, 8 and 11 students spent 6 to 10 hours a week in any one of the three activities listed in Figure 72. Less than 10 percent of students reported spending over 20 hours per week on any one activity, with the exception that 12 percent of Grade 11 students spend over 20 hours per week working.

Figure 72: Time Spent by Saskatchewan Students' Outside School Hours, Grades 5, 8 and 11, 2004

		Hours per week spent by students			
Percentage of Students...		**0 to 5 hours**	**6 to 10 hours**	**11 to 20 hours**	**Over 20 hours**
Playing sports or community activities	Grade 5	35%	33%	24%	8%
	Grade 8	27%	33%	32%	9%
	Grade 11	30%	32%	29%	8%
Working	Grade 5	60%	27%	11%	2%
	Grade 8	48%	33%	15%	4%
	Grade 11	35%	25%	27%	12%
Watching television or playing video games	Grade 5	42%	30%	20%	8%
	Grade 8	34%	33%	25%	7%
	Grade 11	39%	34%	21%	6%

Note: Working includes babysitting, paper route, chores, job, etc.

Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics, Student Questionnaire*. Regina, SK.

System Goals

This section provides both process and outcome indicators to describe policies, resources, and actions taken by the education system and their effects in achieving system goals. The system goals are organized in this section under the following headings:

- Relevance
- Equity
- Accessibility
- Responsiveness

Relevance

Relevance refers to the extent to which the education system, as a whole, and specific programs respond to the needs of students and the expectations of the community. Five aspects of relevance are addressed in this section:

- curriculum
- school policies and improvement plans
- instructional practices
- teacher professional development
- preparing for transitions to post-secondary education and work

How are curricula being kept relevant?

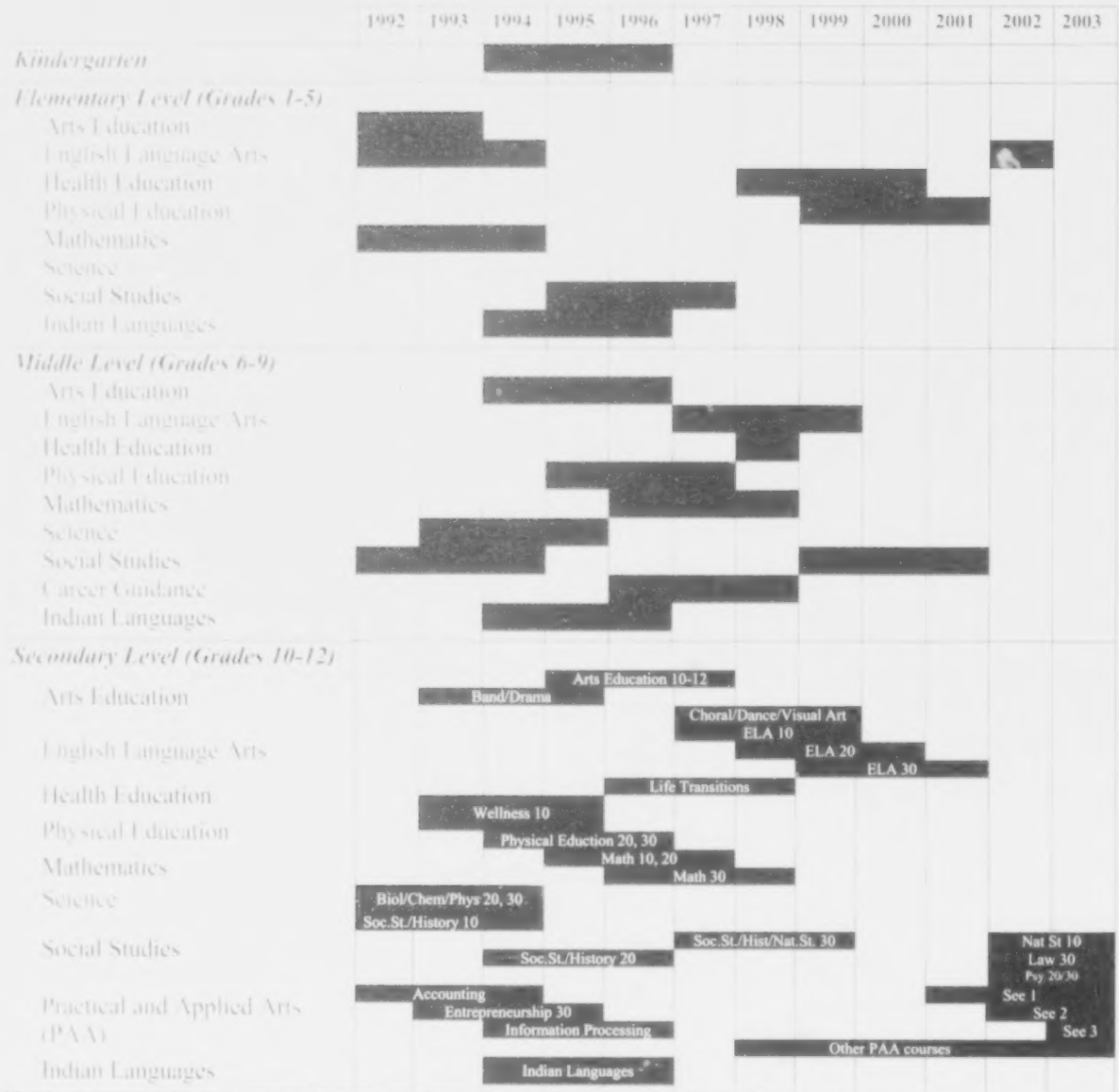
Since the mid-1980's, Saskatchewan has adopted a continuous cycle that involves the design, implementation, evaluation and renewal of curricula to ensure the content and instructional approaches remain current and relevant in meeting the needs of students. For each area of study, Figure 73 shows the 3-year period, beginning in 1992-93, in which schools could begin implementation of new curricula.

Extensive work is required to ensure curricula respond to the Goals of Education in fostering the development of all students to their potential.

In Saskatchewan

- *a 15-year curriculum revision process is complete and curricula are updated on a regular basis to ensure currency and relevancy*
- *over 80 percent of Saskatchewan schools set goals or have a plan for school improvement - over 50 percent have a school improvement team*
- *more than 5 percent of teachers are formally studying in post-graduate programs - others take summer short courses, most are involved in professional development activity*
- *about 91 percent of 16-year-olds intend to take some post-secondary education - about one-quarter of the Grade 12 population go on to attend one of the province's universities*

Figure 73: Curriculum Implementation Schedule, Saskatchewan, 1992-93 to 2003-04



Note: Typically, schools could begin implementation of the curriculum anytime within the years identified by the black bars. Note, as curricula are renewed, depending upon the degree of change, they can be implemented immediately. Other curricula such as Science 1-5 were implemented prior to 1992-93.

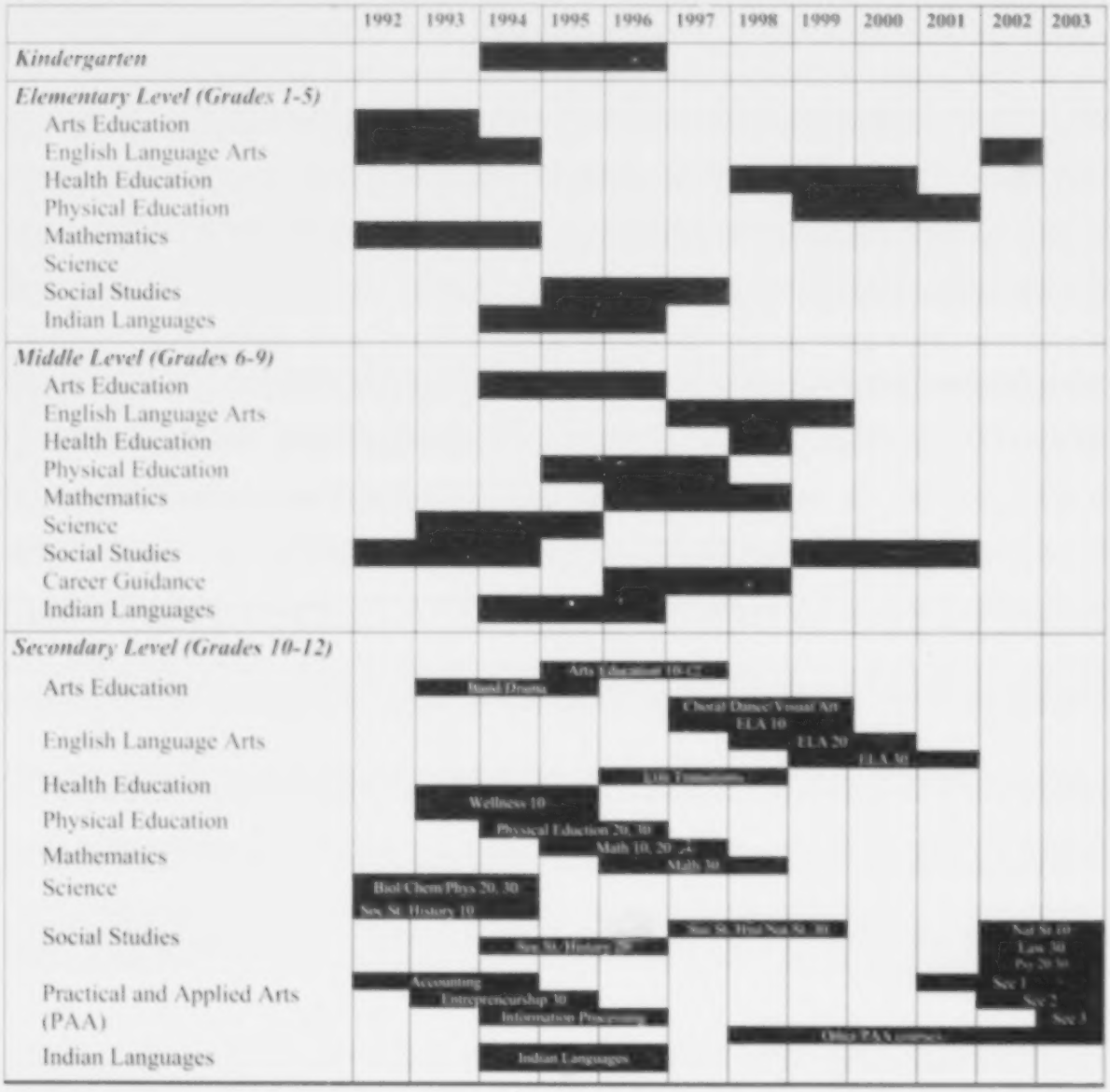
1 Includes Clothing, Textiles and Fashion; Communication Production Technology; Cosmetology; Design Studies 20, 20, Drafting and Computer-aided Design; Electrical and Electronics and Mechanical and Automotive.

2 Includes Forestry 20, 30; Upholstery and Wildlife Management.

3 Includes Career and Work Exploration; Energy and Mines; Graphic Arts 20, 30; Horticulture; Machining and Photographics and Photography.

Source: Saskatchewan Learning (2004) *Curriculum and Instruction Branch Data*. Regina, SK.

Figure 73: Curriculum Implementation Schedule, Saskatchewan, 1992-93 to 2003-04



Note: Typically, schools could begin implementation of the curriculum anytime within the years identified by the black bars. Now, as curricula are renewed, depending upon the degree of change, they can be implemented immediately. Other curricula such as Science 1-5 were implemented prior to 1992-93.

1 Includes Clothing, Textiles and Fashion, Communication Production Technology, Cosmetology, Design Studies 10/20, Drafting and Computer-aided Design, Electrical and Electronics and Mechanical and Automotive.

2 Includes Forestry 20/30, Upholstery and Wildlife Management.

3 Includes Career and Work Exploration, Energy and Mines, Graphic Arts 20/30, Horticulture, Machining and Photographics and Photography.

Source: Saskatchewan Learning. (2004). *Curriculum and Instruction Branch Data*. Regina, SK.

Curriculum Actualization

The effective implementation of curricula goes far beyond declaring that they be used in the classroom beginning with a particular year. Curriculum actualization is the term Saskatchewan has adopted to describe effective implementation and ongoing renewal of Core Curriculum. It encompasses activities at all levels of the education system where schools, parents and community work together to make Core Curriculum the basis of all teaching and learning in Saskatchewan classrooms. An action plan emphasizing leadership, teaching and learning, partnerships, and system/procedural change has been developed to support the efforts of all education partners in ensuring optimal learning environments for our students. Specific elements in the plan include:

- curriculum design, implementation, evaluation and renewal;
- resource material identification, evaluation, development, purchase and sharing;
- instruction and assessment support through curriculum materials, professional development and networking opportunities;
- administrative support through policy and resources;
- professional development as a career-long commitment;
- parent and community involvement; and,
- support for monitoring curriculum implementation and school effectiveness.

The Evergreen Curriculum

The Evergreen Curriculum is Saskatchewan Learning's vision of an electronically-delivered, continuously-renewed interactive curriculum. It can be accessed through Saskatchewan Learning's website, *www.sasked.gov.sk.ca*. Over 100 curriculum guides, more than 50 bibliographies, more than a dozen policy documents, and several other Saskatchewan Learning publications are available. New documents are added as they are developed. In addition to online curriculum guides, the Evergreen Curriculum offers access to:

- *Virtual Resource Centre (VRC)* – The VRC lists an evaluated, extensive collection of reference sources in education and other subject areas. It is part of the multi-type library partnership between Saskatchewan Learning and the Provincial Library. Users can recommend a resource for inclusion in the VRC by completing an online evaluation form.
- *Links to Other Sources* – The Evergreen website contains links to several library catalogues in Saskatchewan and to various agencies that offer lesson plans and teaching resources online.
- *Links to Other Saskatchewan Learning Services* – For example, users of the Evergreen website can link to the Video-duplication Centre and to a series of online presentations on resource-based learning.
- *Database of Websites* – The Evergreen website lists local, national and international websites that provide information and/or teaching resources in all subject areas. All websites included in this database have been evaluated for quality and relevance.

How do school policies and plans contribute to maintaining relevance?

The school climate affects staff and student morale, school spirit and other conditions that encourage students to attend, engage in learning activities and succeed at school. Explicit policies contribute to clarifying expectations and provide consistent and fair procedures for dealing with issues and recognizing accomplishments. These policies, consistent with a plan for student improvement, can have a positive effect on the school climate.

Figure 74 shows that over 80 percent of Saskatchewan schools have a set of goals or plan for school improvement, and one-half have an active group or team organized to facilitate school improvement. Within Saskatchewan, schools are more likely to have policies guiding student evaluation, discipline and absenteeism, and less likely to have policies guiding collaboration, homework and recognition of teacher excellence.

Overall in Canada, structures promoting school improvement, as well as policies on homework, absenteeism and student evaluation are more commonplace than reported in Saskatchewan. About 30 percent of Saskatchewan and Canadian in-school administrators agreed strongly that their schools had high staff morale, strong school spirit, pride of students and staff, and support of the community.

Figure 74: School Policies, Improvement Plans and School Climate Perceptions, Saskatchewan and Canada, 2002

School has:	Saskatchewan	Canada
a set of goals or plan for school improvement	84%	92%
an active school improvement group or team	52%	70%
a policy promoting collaboration and sharing among teachers	58%	57%
a written student evaluation policy	67%	78%
a written discipline policy	87%	96%
a written policy on absenteeism	77%	80%
a written policy on homework	30%	53%
a policy to recognize teacher excellence	14%	17%
In-school administrator agrees strongly that the school has:		
high staff morale	32%	27%
strong school spirit	29%	27%
the pride of students and staff	38%	33%
the support of the community	35%	32%

Note: Percentages in the table above indicate the percentage of in-school administrators who identified the presence of the policy in their school and who agreed strongly with the given statements about school climate. Generally, differences between Saskatchewan and Canada administrator responses are not statistically significant unless they differ by about 8 percent.

Source: Council of Ministers of Education, Canada. (2004). *2002 School Achievement Indicators Program. Writing Assessment School Questionnaire Unpublished Data.*

How do teachers plan for instruction in mathematics?

Many Saskatchewan teachers use a broad set of resources from which they plan mathematics lessons. These include their previously prepared lessons, other teacher or specialist lessons, text and resource books, provincial curriculum documents and the Internet. Referencing a breadth of resources allows teachers to plan for relevant learning experiences in their classrooms.

Collectively, Saskatchewan mathematics teachers are more likely to use student textbooks, previously prepared lesson plans, other textbooks or resource books, and the provincial curriculum, and less likely to use materials prepared by others, to meet with their colleagues or to use the Internet for planning purposes. Secondary teachers are more likely than their elementary and middle level cohorts to use previously prepared lesson plans and to meet with other teachers to plan their instructional practices. The patterns in these responses may reflect differences in the respective teaching environments as much as individual preferences (Figure 75).

Figure 75: Teacher Planning Practices in Mathematics, Saskatchewan, 2004

When planning math lessons, do you ...	Elementary	Middle	Secondary
use lessons that you have previously used at least a few times a week:	69%	67%	83%
use materials prepared by other teachers and specialists at least a few times a week:	44%	36%	35%
use Saskatchewan mathematics curriculum guide(s) at least a few times a week:	48%	46%	43%
use student textbooks at least a few times a week:	59%	78%	84%
use other textbooks or resource books at least a few times a week:	55%	54%	46%
use the Internet or other computer-based sources at least a few times a week:	15%	13%	11%
meet at least once a week with other teachers to plan math lessons, units, tests, or other math program:	17%	15%	28%

Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics, Teacher Questionnaire*. Regina, SK.

What instructional approaches do teachers use in English language arts classrooms?

Most teachers use a variety of instructional approaches to facilitate learning in the classroom. Data collected in 2002 during a national language arts assessment indicated the extent to which certain approaches are used in classrooms.

Teachers in Saskatchewan and across Canada indicate that they work closely with individual students in language arts including editing or proofreading student writing. Students report that teachers in courses other than language arts also correct student writing and explain how to improve it, and count writing as part of student marks.

For most instructional practices, there are few differences between Saskatchewan teachers and other Canadian teachers. However, Saskatchewan teachers indicate they are less likely than Canadian teachers to assign homework three times a week or more, or have students write essays or other pieces longer than a paragraph. Saskatchewan teachers are more likely to use greater numbers of assessment scores in determining students' final grades (Figure 76).

The instructional approach does not, by itself, translate into quality instruction and learning. Instead, the meaningful and purposeful interaction among teacher and students determine the utility of the instructional approach.

Figure 76: Instructional Approaches Used in English Language Arts Courses, Saskatchewan and Canada, 2002

A few times a week or more ...		Student Reports Age 13	Student Reports Age 16	Teacher Reports[1]
Teacher discusses assessment criteria when assigning writing	SK	-	-	44%
	Canada	-	-	50%
Students study grammar, punctuation and spelling	SK	59%	37%	-
	Canada	68%	48%	-
Students write essays or other pieces longer than a paragraph	SK	31%	28%	26%
	Canada	34%	34%	40%
Teacher works with individual students	SK	49%	51%	65%
	Canada	52%	54%	69%
Students review examples of good writing	SK	31%	41%	26%
	Canada	36%	45%	34%
Teacher edits/proofreads students' writing	SK	-	-	40%
	Canada	-	-	46%
A few times a month or more...				
Students work in pairs or small groups on writing tasks	SK	66%	66%	76%
	Canada	64%	67%	81%
Teachers, in courses other than Language Arts, correct student writing and explain how to improve it	SK	88%	75%	-
	Canada	83%	75%	-
Students edit each other's writing	SK	78%	68%	74%
	Canada	69%	61%	75%
Students can choose their own topics	SK	73%	69%	94%
	Canada	63%	61%	95%
Students can choose the form of writing	SK	72%	66%	74%
	Canada	63%	55%	76%
Teacher asks questions requiring more elaborated responses several times a class or more	SK	-	-	66%
	Canada	-	-	60%
Teacher assigns homework 3 times a week or more	SK	25%	33%	31%
	Canada	41%	44%	47%
Teacher uses at least 15 scores for computing a student's final grade	SK	-	-	67%
	Canada	-	-	57%
Teachers, in courses other than Language Arts, count writing as part of student marks a few times a week or more	SK	63%	50%	-
	Canada	64%	54%	-

Note: Dash marks indicate data were not collected from either students or teachers for the particular statements in the table above.

[1] The responses for English language jurisdictions were used to record the responses for the Overall Canada Teacher Questionnaire.

Source: Council of Ministers of Education, Canada. (2004). *2002 School Achievement Indicators Program: Writing Assessment Student and Teacher Questionnaire Unpublished Data.*

What factors affect capacity to offer quality instruction?

Educators strive to provide an effective learning environment in which all students can succeed. At times, there are factors that may limit the effectiveness of instruction. Figure 77 shows some of these limiting factors and the percentages of teachers that view these as challenges to their ability to teach.

About one-quarter or more of Saskatchewan teachers identified the range of student abilities in class, lack of time to cover the curriculum, large class size or uninterested students as being a significant challenge to effective instruction. Elementary and middle level teachers cited the lack of in-service for teaching math most often, and secondary teachers reported the range of student abilities in classes most commonly.

Figure 77: Challenges to Instruction in Mathematics, Saskatchewan, 2004

	Elementary	Middle	Secondary
Range of student abilities in class.	21%	27%	64%
Uninterested students.	23%	22%	27%
Disruptive students.	4%	3%	18%
Large class size.	24%	21%	35%
Shortage of resource materials.	9%	9%	13%
Inadequate resource material for lesson planning.	25%	21%	11%
Lack of in-service for teaching math.	60%	52%	6%
Lack of time to cover the curriculum*.	23%	21%	36%

* cited as one of the top three issues or questions about math instruction.

Note: Percentages of teachers indicating the degree that the specified factor limits or restricts how they teach mathematics a **'great deal'** or **'quite a lot'**.

Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics, Teacher Questionnaire*. Regina, SK.

What are Saskatchewan teachers' professional development activities?

Teachers participate in, and often facilitate, a wide range of learning activities throughout the year. These include both formal and informal activities as they seek to learn more and become better teachers. Some of the formal opportunities for teachers' professional development include initiatives planned by their school division, courses and workshops delivered by universities and other post-secondary institutions, and programs and short courses offered by the Saskatchewan Teachers' Federation (STF). These learning activities allow teachers to improve their knowledge and skills in specific areas.

Indicators of professional development are organized in this section as follows:

- workshops and other professional development opportunities (e.g., mentoring) to support the implementation/actualization of Core Curriculum;
- graduate enrolments in education programs at the province's universities;
- Saskatchewan Teachers' Federation professional development opportunities; and,
- special subject council participation.

Workshops to Support Core Curriculum

Saskatchewan Learning offers workshops to support the implementation/ actualization of Core Curriculum throughout Saskatchewan. These inservice sessions focus on curricula that are being developed or renewed and on important topics relating to current curricula. Workshops are held where interested teachers are located or in each region when the topic focuses on renewed curriculum. Figure 78 provides information on the number of curriculum projects that Saskatchewan Learning has supported with in-service and other professional development strategies such as mentoring and web-based sessions. Most projects are supported by several workshops and seminars in various parts of the province, often facilitated by teacher-leaders in the school division or region.

Figure 78: Number of Curriculum Projects Supported Through In-service and Other Professional Development Strategies by Saskatchewan Learning, 1996-97 to 2003-2004

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Implementation projects	11	14	16	26	26	18	31	31
Renewal/Actualization projects	11	11	18	17	15	16	12	18

Note: In 2001-02 Renewal/Actualization projects and pilot projects were reported separately. Beginning in 2002-03, they have been combined.

Source: Saskatchewan Learning. (2004). *Curriculum and Instruction Data*. Regina, SK.

The few examples listed below illustrate the range of approaches taken to deliver these and other professional development opportunities.

- An orientation session to the elementary-level health curriculum is available online. Teachers can access this session, individually, at any time of day. Some school divisions have organized professional development days where pairs of teachers work through the online session together.

- Awareness, exploration, synthesis and refinement sessions related to the renewed elementary level English language arts curriculum are being facilitated by teachers in each school division. These teachers attend annual professional development sessions in their respective regions hosted by the Department of Learning.

- Teachers, seconded by the Department of Learning, orient their colleagues to the renewed middle-level health curriculum through workshops delivered in each region of the province. These workshops focus on: orientation, unit planning, resources, assessment and evaluation, and action planning. In addition, some of these provincial health education catalyst teachers are available to mentor other health educators on an individual basis.

- Mathematics in-services, tailored to teachers' specific needs, are being offered as a response to requests of teachers. A mentoring system brings together mathematics teachers to share expertise and resources.

- Professional development opportunities related to e-learning are being offered. These opportunities focus on two main areas: using technology to facilitate learning (integrating into classroom teaching, accessing resources, teaching in an online environment), and building technical skills.

- One-day workshops called "Talking with Data" were provided to about 350 school division staff on how to use local and provincial data from the large-scale mathematics assessment conducted during 2004 to inform and stimulate discussions among local education partners for the purpose of improved student learning.

Post-Graduate Studies

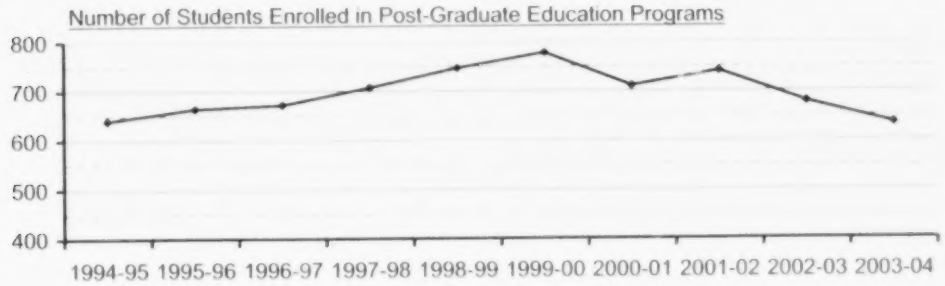
Post-graduate education programs include the Post-Graduate Diploma, and Masters and Doctorate degrees in education. People enroll in post-graduate education programs to prepare for administrative work, to increase knowledge and skill in assessing and responding to students' needs, or to learn more about a particular area.

In 2003-04, 634 individuals were enrolled in post-graduate education programs at the two universities in Saskatchewan, similar to the 640 enrolled in 1994-95. In 2003-04, 74 percent of these post-graduate students attended part-time, again similar to the 77 percent who attended part-time in 1994-95 (Figure 79).

Figure 79: Enrolments in Saskatchewan Post-Graduate Education Programs, by Specialty, 1994-95 to 2003-04

	1994-95	1998-99	2002-03	2003-04
Curriculum	182	254	198	190
Administration	192	189	222	206
Psychology	120	142	119	94
Vocational Technology	35	40	17	13
Other/Unspecified	111	121	122	131
Total	**640**	**746**	**678**	**634**

In 2003-04, 74 percent of post-graduate students attended part-time, similar to the 77 percent figure for 1994-95



Note: Numbers include full- and part-time enrolments in Masters, Doctorate, Post-Graduate Diploma and undefined programs. Data do not include Spring and Summer Sessions or Maintenance of Status Students.

Numbers for previous years may differ slightly from *Indicators 2002* due to revisions to historic data and approximations used for the years 1999-00 and 2000-01 in that report.

Other includes Education, Human Resource Development, Individual, Curriculum and Instruction General, Non-Applicable, Music Education, Education of Exceptional Children, Educational Foundations and Indian and Northern Education.

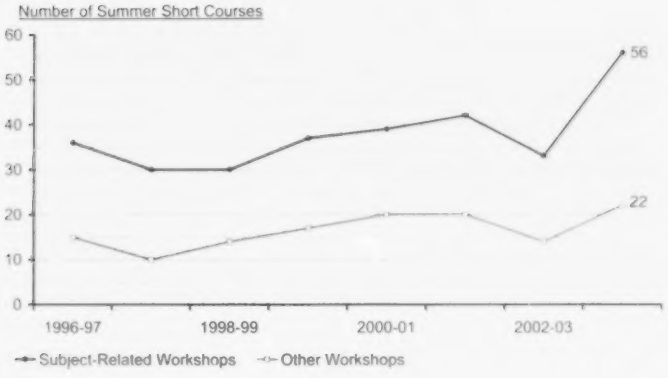
Source: University of Regina. (2004). *Preliminary data for the Fact Book 2004*. Regina, SK.

University of Saskatchewan. (2004). *Statistics 2004*. Saskatoon, SK.

Saskatchewan Teachers' Federation Professional Development Opportunities

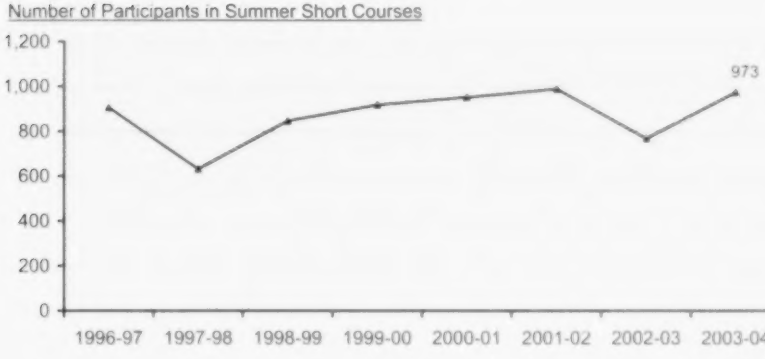
Each summer, the Saskatchewan Teachers' Federation (STF) offers summer short courses on various subject areas and on topics relating to classroom management and other interests. The summer short courses offered in 2003-04 are displayed in Figure 80. The most frequently offered courses are related to computers (15), mathematics (12), language arts (10) and practical and applied arts (10). More than 970 participants attended 78 summer short course offerings in 2003-04. The number of summer short courses offered and the number of participants fluctuate over time in response to evolving professional development needs, and the availability of other opportunities.

Figure 80: Number of Saskatchewan Teachers' Federation Summer Short Courses and Participants, 1996-97 to 2003-04



Number of STF Summer Short Courses, By Type, 2003 - 04

Subject-Related Workshops:	
Arts	5
Computers	15
French	1
Language Arts	10
Mathematics	12
Practical and Applied Arts	10
Social Studies/History	3
Other Workshops:	
Assertiveness Training	1
Classroom Management	3
Course for Hutterian Teachers	1
Course for Teacher-Librarians	2
Course for Substitute Teachers	2
Early Childhood Education	5
Equity in Education	3
Instructional Strategies	2
Mentoring Beginning Teachers	1
Personal Planning	1
Portfolios	1



Note: Each of the short courses in the table had 10-25 participants. Some individuals participated in more than one short course. Low number of courses in 1997-98 and 1998-99 may be a result of the smaller window of opportunity to take courses due to implementation of the alternate school year.

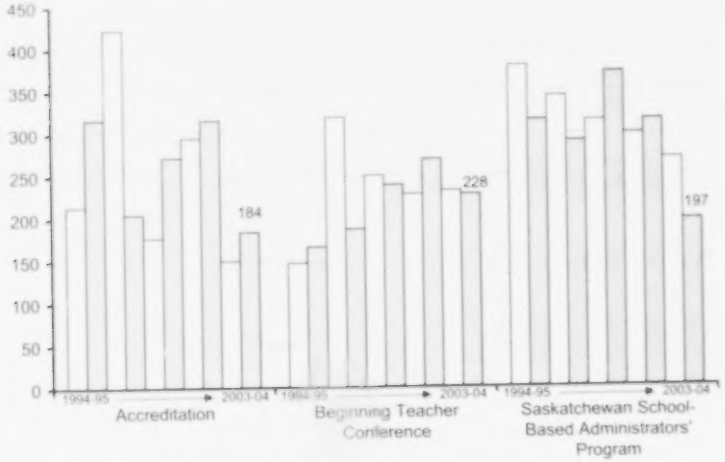
The Office of the Treaty Commissioner provides professional development opportunities entitled "Teaching Treaties in the Classroom". In July 2002, 32 participants attended a three-day workshop, and 23 participants attended a four-day workshop in July 2003.

Source: Saskatchewan Teachers' Federation. (2004). *Unpublished Data*. Saskatoon, SK.

Office of the Treaty Commissioner. (2004). *Unpublished Data*. Saskatoon, SK.

In addition to summer short courses, many teachers and administrators participate in professional development programs such as accreditation (seminars to allow teachers to do year-end evaluation of Grade 12 students in particular subjects), special programs for both beginning and experienced teachers, and programs for school-based administrators. Figure 81 shows fluctuations in participation in these programs in response to changing and emerging learning needs and alternative opportunities over the past few years.

Figure 81: Participation in Saskatchewan Teachers' Federation Professional Development Programs, 1994-95 to 2003-04



Note: Successful completion of Accreditation seminars allows teachers to do year-end evaluation of Grade 12 students.

The Saskatchewan School-Based Administrators' Program consists of six modules typically requiring several years to complete. The numbers in this column represent total registrations for all the modules, not the number who have completed the program.

The Heart of Teaching Symposium (Big Questions, Worthy Dreams) provides opportunities to renew and deepen understandings of teaching and explore ways to strengthen teacher success. It had 63 participants in 2001-02, 52 in 2002-03 and 98 in 2003-04.

Source: Saskatchewan Teachers' Federation. (2004). *Unpublished Data*. Saskatoon, SK.

The Saskatchewan Professional Development Unit provides other professional development opportunities, in affiliation with the Saskatchewan Teachers' Federation. Examples of and 2003-04 participation in these opportunities include:

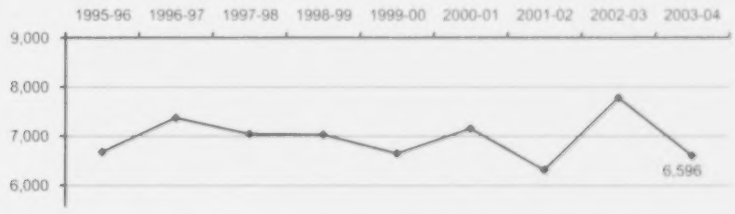
- Student Evaluation: Staff Development Process, 17 sets of 3 to 5 day workshops (253 participants)
- Learning the Ropes, a series of one-day seminars for principals (55 participants)
- The Art of Facilitation (36 participants)
- workshops related to positive school climate, school- and community-based planning, instructional leadership, equity and diversity, adapting student learning, team building and staff development, and many other topics (over 60 workshops in school divisions and schools in the past two years).

Special Subject Councils

The Saskatchewan Teachers' Federation supports 30 special subject councils. In 2003-04, there were 6,596 members of these councils. The special subject councils are organized according to academic discipline or area of specialization. They offer training events, conferences and other networking opportunities, and provide their members with publications. Teachers participate because they want to increase their knowledge, improve their skills and share ideas with other teachers in similar situations.

Figure 82 shows subject council participation, grouped in three categories: those focusing on academic subjects (e.g., Saskatchewan Mathematics Teachers' Society), those focusing on administration and guidance (e.g., Saskatchewan Association of School Council Advisors), and others like AWASIS (Indian and Native Education Council).

Figure 82: Number of Participants in STF Special Subject Councils, 1995-96 to 2003-04



Subject Councils	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Subject area focus (20 councils)[1]	4,191	3,989	3,797	3,638	4,135	3,918	3,800	4,445	3,846
Guidance and Administration focus (5 councils)[2]	1,089	1,301	1,149	864	860	1,030	1,471	869	1,136
Other [3]	1,392	2,077	2,092	2,522	1,647	2,202	1,033	2,464	1,614
Total	6,672	7,367	7,038	7,024	6,642	7,150	6,304	7,778	6,596

Note: [1] Examples include Saskatchewan Teachers of English Language Arts, Saskatchewan Council of Social Sciences, and Saskatchewan Science Teachers' Society.

[2] Examples include Saskatchewan Council on Educational Administration, and Saskatchewan Guidance and Counselling Association.

[3] There were six Other Special Subject Councils prior to 1999-2000, five prior to 2001-02, four in 2002-03 and five in 2003-04. They are: Early Childhood Education Council, AWASIS (Indian and Native Education Council), Saskatchewan Middle Years Association, Saskatchewan School Library Association, the Storefront and Alternate Schools of Saskatchewan.

Numbers above include teachers, non-teacher members as well as institutional and organization members. Many individuals/organizations belong to more than one subject council.

Source: Saskatchewan Teachers' Federation. (2004). *Unpublished Data*. Saskatoon, SK.

Figures 78 through 82 illustrate some of the formal professional development activities of teachers. In addition to these, teachers continue to enhance their knowledge and skills during the school year through independent study, collaborative work, seminars, and workshops.

Transitions

K-12 educators, post-secondary educators, employers and the community all have important roles to play in smoothing students' transitions from high school to post-secondary education or the workforce. This begins with ensuring relevant learning experiences and outcomes to prepare students for achieving their goals following high school.

How are students prepared for direct entry to the workforce?

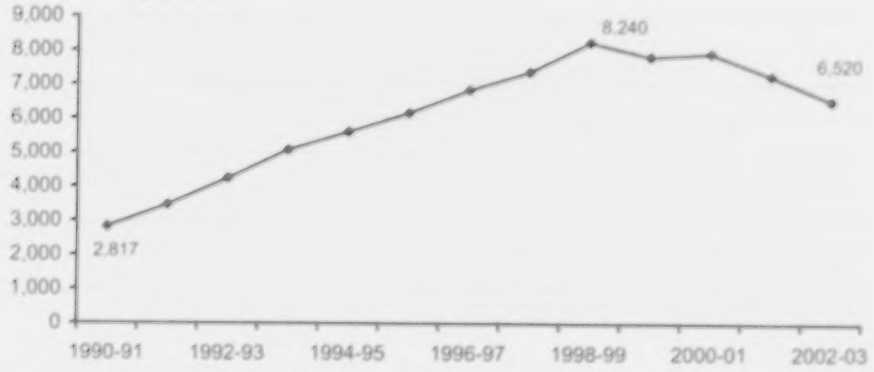
The Practical and Applied Arts (PAA) courses are intended to enhance the quality of students' personal lives, help students better understand the way that technology influences individuals and society, promote learning through practical, hands-on experiences, and provide opportunities for transitions from the world of school to the world of work. Examples of Practical and Applied Arts courses include: entrepreneurship, food studies, graphic arts, welding, and wildlife management. A set of ten transition-to-work dimensions has been incorporated into the PAA curricula.

The Saskatchewan Practical and Applied Arts curricula, as well as several other curricula, include an optional Work Study component. Students participating in Work Study within a curriculum area spend between 25 and 50 hours in a work placement to explore the work environment, begin training in an occupation, gain practical knowledge to enhance classroom learning, and continue career exploration. The Work Study option does not, itself, provide a credit, but is a module of each Practical and Applied Arts course credit. Work Study occurs where willing employers exist, where students are interested, and school staff are able to play a monitoring role.

The previous six Work Experience Education courses have recently been redesigned as a series of four secondary Career and Work Exploration level courses in which students learn about work. Different from Work Study, which is intended to provide opportunity for occupational training, Career and Work Exploration allows students to enter the workplace and gain exposure to the required skills and conditions at that workplace. Students enrolled in Work Experience courses study in the classroom and also have an opportunity to be placed at a variety of work sites.

There were 6,520 registrations in Work Experience Education in 2002-03. Registrations climbed steadily from 2,817 in 1990-91 to over 8,000 in 1998-99, before dropping off to its current level (Figure 83).

Figure 83: Number of Registrations in Work Experience Courses, 1990-91 to 2002-03



Note: Registrations may not be equal to students, as some students may have registered in two or more work experience courses.

Although new career and work exploration courses first became available in the 2000-01 school year, they were not included in the number of work experience registrations in the 2002 Education Indicators Report. Registrations in these courses have been included in the totals for all years beginning in 2003.

Source: Saskatchewan Learning. (2004). *Student Records Data*. Regina, SK.

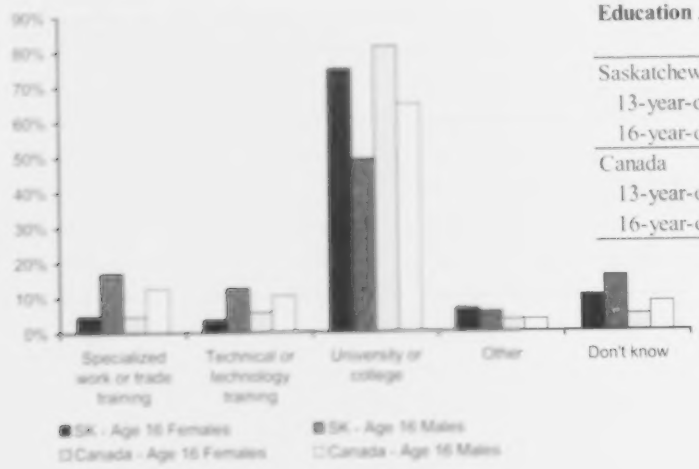
What do Saskatchewan students do after high school?

After completing high school, Saskatchewan youth have several options in their transition to the labour force. Some get a job immediately and others further their academic and technical skills in preparation for future employment. This section looks specifically at post-secondary education activity, beginning with high school students' intentions.

After high school, the vast majority of students expect to continue their formal education. In a May 2002 survey, 94 percent of Saskatchewan 13-year-olds and 91 percent of Saskatchewan 16-year-olds reported their intention of pursuing further education after high school. Canadian female students (95-96 percent) were more likely to do so than male students (87-92 percent). Results for Saskatchewan were similar to overall Canadian students; except 93 percent of Canadian male students expected to continue their education, higher than the percent for Saskatchewan male students.

Over 62 percent of those intending to continue formal education after high school were planning to do so at university or college. About 18 percent of 13-year-olds and 13 percent of 16-year-olds in Saskatchewan did not know what form of further education they intended to take. Female students were more likely than male students to choose university or college, and male 16-year-olds were more likely than female 16-year-olds to choose specialized work, trade, technical or technology training. Canadian 16-year-olds planned for university or college training more frequently than did Saskatchewan 16-year-olds (Figure 84).

Figure 84: Post-Secondary Education Intentions of 13- and 16-Year-Olds, by Form of Education, Saskatchewan and Canada, 2002



Percentage of Students Intending to Continue Education After High School, 2002

	Females	Males
Saskatchewan		
13-year-olds	96%	92%
16-year-olds	95%	87%
Canada		
13-year-olds	96%	93%
16-year-olds	97%	93%

Source: Council of Ministers of Education, Canada. (2004). *2002 School Achievement Indicators Program: Writing Assessment Student Questionnaire Unpublished Data.*

Figure 85 reveals that most Saskatchewan Grade 12 students intend to take their university, technical or other post-secondary education programs within the province.

Figure 85: Saskatchewan Grade 12 Students' Plans for Post-Secondary Education, by Program Type, by Location, 2003

	Total	In Saskatchewan	Outside Saskatchewan
University Program	2,511	85%	15%
Technical Program and Other Programs[1]	1,242	76%	24%
Total	**3,753**	**3,076**	**677**

Note: Percentages represent the proportion of students planning to take the program in or out of the province within 12 months of graduating from high school (e.g., 85 percent of those intending to go to university planned to do so in the province).

[1]Other programs include regional college, bible college, private vocational school, another post secondary program and other programs.

Source: Saskatchewan Learning. (2004). *2003 Post-Secondary Intentions Survey Results*. Regina, SK.

More female Grade 12 students than males intend to attend post-secondary education within 12 months of completing high school, and fewer intend to seek work in order to access apprenticeship training. More Aboriginal than other Grade 12 students in Saskatchewan intend to stay out of school for a year before attending post-secondary education, to seek work in order to access apprenticeship training, or to pursue other interests (Figure 86).

Figure 86: Saskatchewan Grade 12 Students' Intentions After High School, by Gender, and by Aboriginal Identity, 2003

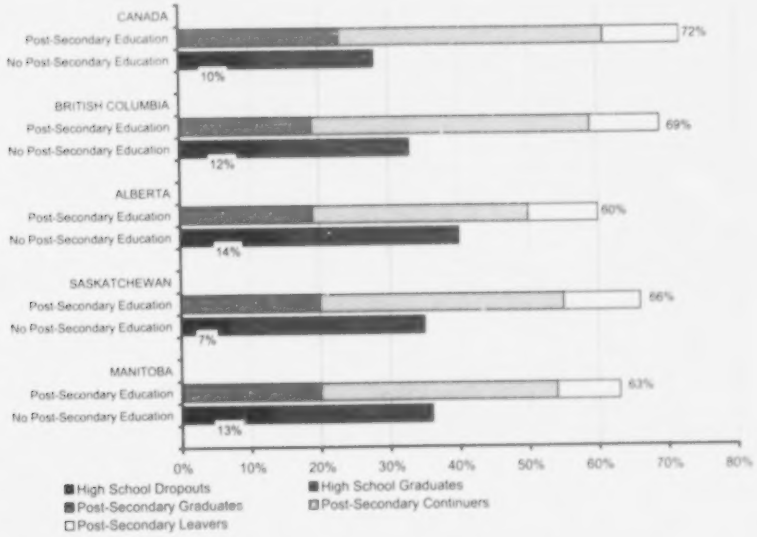
	% of Students			% of Aboriginal Students		
	Total	Female	Male	Total	Female	Male
Attend post-secondary institution within 12 months	55%	65%	45%	44%	54%	36%
Stay out of school for a year and then attend a post-secondary institution	25%	24%	27%	31%	30%	32%
Seek work to access apprenticeship training	6%	1%	11%	9%	5%	12%
Work or seek work	5%	3%	7%	5%	2%	8%
Take some time off to pursue other interests	5%	4%	6%	7%	5%	8%
Undecided	4%	4%	4%	4%	4%	4%
Total Students	**6,975**	**3,544**	**3,431**	**583**	**271**	**312**

Note: Percentages may not sum to 100 percent due to rounding.

Source: Saskatchewan Learning. (2004). 2003 *Post-Secondary Intentions Survey Results*. Regina, SK.

Although the majority of students intend to continue their education after high school, not all do so within the first few years after graduating from Grade 12. Figure 87 shows that in December 2001, 66 percent of all 20 to 22-year-olds in Saskatchewan were currently attending a post-secondary education facility or had graduated or discontinued from one. About 20 percent had graduated from their post-secondary education program. About 28 percent of all 20 to 22-year-olds had graduated from high school, but had not begun a post-secondary education program.

Figure 87: After High School – Education Status of 20 to 22-Year-olds Who Were No Longer in High School as of December 2001, Canada and Western Provinces

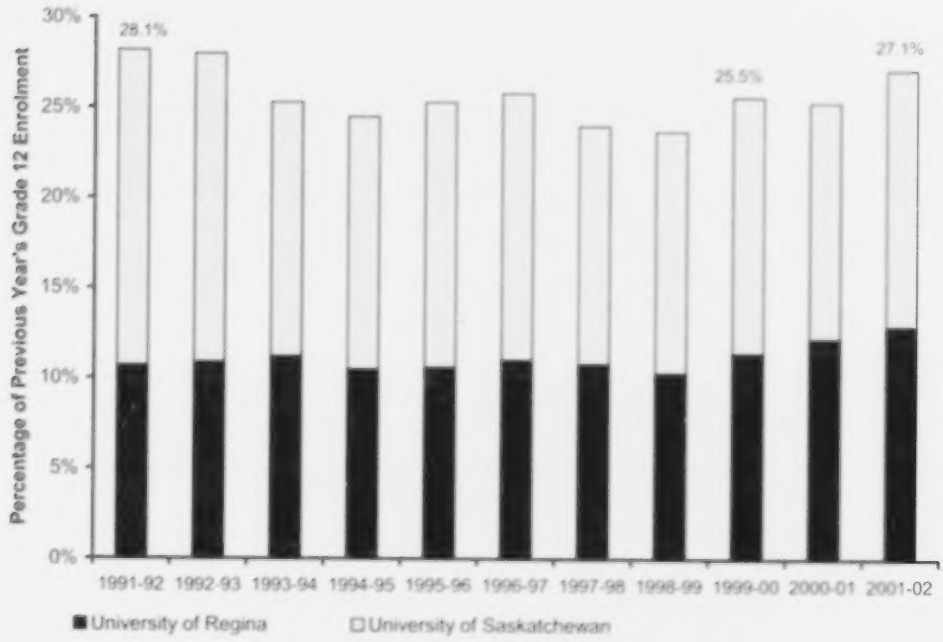


Note: Province refers to the location where the individual was last in high school. Canada data includes data from all provinces but not from the territories. CEGEP in Quebec is included in post-secondary statistics, which results in high post-secondary participation numbers for Quebec and influences the Canadian results.

Source: Human Resources and Skills Development Canada and Statistics Canada. *Education and labour market pathways of young Canadians between age 20 and 22: an Overview*. Ottawa, Ontario.

In 2001-02, first-year, first-time attendance at the two universities was 27 percent of the students enrolled in Grade 12 in the previous year. The percentage enrolled at the University of Regina has grown over the years to 13 percent, while 14 percent, (the average rate over the last nine years), attended the University of Saskatchewan (Figure 88).

Figure 88: Saskatchewan University First Year Enrolment as a Percentage of the Previous Year's Grade 12 Population, 1991-92 to 2001-02

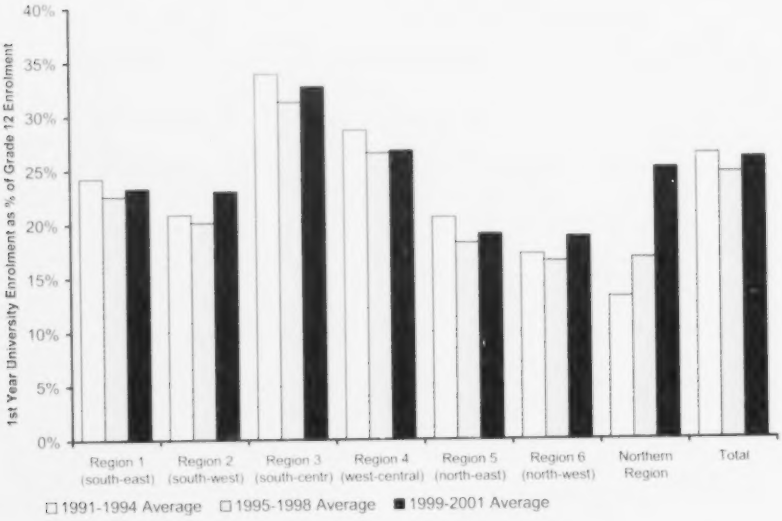


Source: University of Saskatchewan. (2003). *Statistics 2002*. Saskatoon, SK. http://ia.usask.ca/statistics/index.html.

Figure 89 shows the percentage of the Grade 12 enrolment in each of the education regions in Saskatchewan in the previous year that attended university in the province. The largest percentages were 34 percent of Grade 12 students in 2001 in the south-central region which includes Regina, and the 28 percent in the west-central region, which includes Saskatoon. The largest growth in university attendance over the period 1991 – 2001 occurred for Grade 12 graduates from the Northern Region.

As might be anticipated, 29 percent of the Grade 12 students from the south-central region attended the University of Regina, and 26 percent of the Grade 12 students from the west-central region and 17 percent of those from the north-west region attended the University of Saskatchewan. Almost 18 percent of the Grade 12 students from the Northern Region chose to attend the University of Regina.

Figure 89: Saskatchewan University First Year Enrolment as a Percentage of the Previous Year's Grade 12 Population, by Region, 1991-2001 Grade 12 Years



2001 Grade 12 Year

Region	U of R	U of S	Total
1. South-east	15.1%	8.7%	23.8%
2. South-west	12.4%	13.0%	25.4%
3. South-central	29.2%	4.5%	33.8%
4. West-central	2.4%	25.7%	28.2%
5. North-east	5.2%	13.1%	18.4%
6. North-west	2.6%	17.1%	19.7%
Northern Region	17.6%	8.2%	25.8%

Source: University of Saskatchewan. (2003). *Statistics 2002*. Saskatoon, SK. http://ia.usask.ca/statistics/index.html.

Many other recent high school graduates are attracted to technical programs, technology programs and a variety of other programs offered at the Saskatchewan Institute of Applied Science and Technology (SIAST). Others attend regional colleges, bible colleges, private schools, other institutions, or participate in apprenticeship and trade certification opportunities.

In 2002-03, 5,340 students were enrolled in SIAST programs at one of its four campuses located in Prince Albert, Saskatoon, Regina and Moose Jaw. About one-quarter of these students were studying in technology programs and a similar percent were studying in nursing, or science and health programs (Figure 90).

Figure 90: Enrolments in SIAST Programs by Division, 1996-97 to 2002-03

Type of SIAST Program	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Business and Agriculture	1,397	1,444	1,408	1,329	1,278	1,206	1,146
Community Services	749	788	825	901	920	891	895
Industrial Training	774	778	711	709	673	667	643
Nursing	508	464	496	652	783	735	677
Science and Health	579	597	569	586	675	674	642
Technology	1,204	1,193	1,134	1,183	1,266	1,290	1,337
Total	**5,211**	**5,264**	**5,143**	**5,360**	**5,595**	**5,463**	**5,340**

Note: Enrolments now include all ages in all certificate and diploma programs. In previous Indicator reports, only youth under 20 in certificate programs or year 1 of diploma programs were reported. The available data no longer identifies students under 20.

Source: Saskatchewan Institute of Applied Science and Technology. (2004). *Unpublished Data*. Saskatoon, SK.

Equity

In Saskatchewan

- *4,880 students with special needs were funded in 2003-04 under the Designated Disabled Program, more than double the number in 1991-92*
- *103 ACCESS workshops were offered in 2003-04 to increase capacity in meeting the special needs of students*
- *Aboriginal students are not achieving the same benefits as other students - about 50 percent who enter Grade 10 eventually graduate from Grade 12 compared to 80 percent of the overall student population*
- *increased funding and programs are targeted to support Aboriginal students and vulnerable students - numbers of funded community schools increased from 41 to 98 in the past 5 years*

Saskatchewan's education system strives to provide equity of opportunity and of benefit for all students within the context of individual aptitudes, abilities and interests. Students should have access to a quality education regardless of where they live or what their personal circumstances may be.

The following figure illustrates the growing proportion of Aboriginal students in the provincially funded school system.

Figure 91: Percentage of Aboriginal Students in Provincial Schools, Grade 5, 8 and 11, 2004

	Aboriginal	Non-Aboriginal	Non-response/Invalid
Grade 5	16%	75%	9%
Grade 8	14%	81%	6%
Grade 11	8%	88%	4%

Note: About 80% of Grade 5, 8 and 11 students attending provincial schools completed a student questionnaire as part of the 2004 Provincial Mathematics Assessments. Those students had an opportunity to make a voluntary declaration whether or not they were of Aboriginal ancestry.

The sample included 11,091 Grade 5 respondents, 11,500 Grade 8 respondents and 8,261 Grade 11 respondents. The sample did not include students attending First Nations schools or most students living in the North.

Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics, Student Questionnaire*. Regina, SK.

What are the graduation rates and credit attainment rates of Aboriginal students in Saskatchewan?

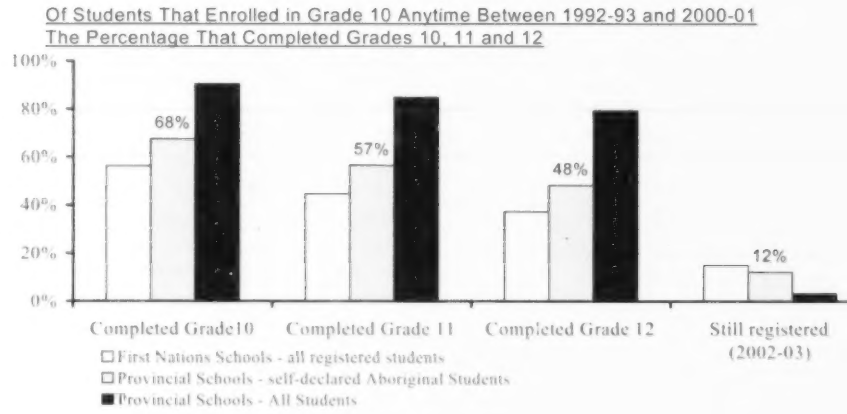
Among students who self-declared their Aboriginal identity, about 40-50 percent of those entering Grade 10 completed Grade 12. Figure 92 shows that, while the values do fluctuate, there seems to be some improvement in the percentages of Aboriginal students who complete within the typical 3-year period and the percentages that complete in additional years.

The graph in Figure 92 shows that of all self-declared Aboriginal students in provincial schools who entered Grade 10 between 1992 and 2000, 68 percent completed Grade 10, 57 percent completed Grade 11 and 48 percent completed Grade 12, while 12 percent were still registered working on their high school completion. These percentages are well below completion rates of the overall Grade 10-12 population, which include an almost 80 percent Grade 12 graduation rate.

Figure 92: Percentage of Saskatchewan Aboriginal Students Graduating Grades 10-12 After Entry in Grade 10, 1992-93 to 2000-01 Grade 10 Cohorts

Grade 10 Year	Years from Start of Grade 10 to High School Completion						Still Registered[1]
	3	4	5	6	7	≥ 8	
1992-93	29.4%	40.7%	45.5%	46.8%	47.2%	53.2%	1.3%
1993-94	25.2%	34.6%	38.1%	41.6%	42.3%	46.2%	0.7%
1994-95	36.7%	42.6%	45.7%	48.4%	51.4%	53.6%	2.0%
1995-96	31.2%	37.3%	41.6%	44.8%	46.9%	48.1%	2.3%
1996-97	35.1%	45.1%	47.4%	48.2%	51.5%		2.6%
1997-98	40.6%	46.7%	49.9%	52.4%			6.8%
1998-99	38.8%	47.2%	51.5%				11.1%
1999-00	31.8%	40.4%					24.1%
2000-01	42.4%						38.5%

Note: [1]This column shows the percentage of students in the cohort that were still taking classes at some point during 2002-03, not including those who completed Grade 12 in 2002-03 (to avoid a double count). This does not necessarily mean they were still registered at the end of the year.



Students' Aboriginal status is identified through self-declaration. Not all Aboriginal students choose to self-identify and some schools do not provide opportunity for students to self-identify. Information from other sources indicates larger numbers of Aboriginal students in schools than that used to derive this table and graph.

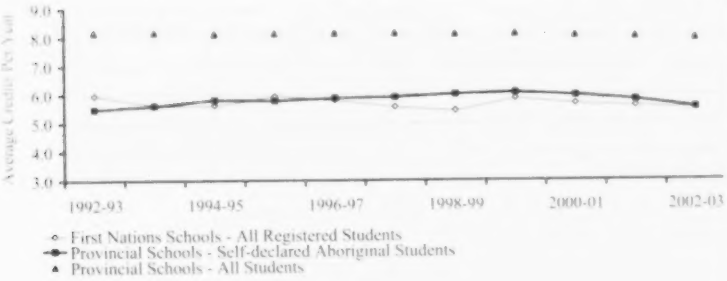
Students are identified in a cohort based on the school system in which they enrolled originally for Grade 10. Some students may have completed subsequent grades in a different school system (i.e., movements of students can occur back and forth between provincial and First Nations schools).

Source: Saskatchewan Learning. (2004). *Student Services Data*. Regina, SK.

Aboriginal Grade 12 graduates, on average, completed 26.7 Grade 10-12 credits in 2002-03, relatively unchanged from previous years (table in Figure 93). This is typically 1 to 1.5 credits fewer than those attained by all Saskatchewan Grade 12 graduates. For the entire Grade 10-12 Aboriginal student population, including those who may have discontinued after completing at least two courses, the average credits per year attained were 5.5 in 2002-03, well below the 8.0 average for the entire student population (graph in Figure 93).

Figure 93: Average Number of Grade 10-12 Credits, Aboriginal Students and Graduates in Saskatchewan, 1992-93 to 2002-03

Credits per Year of Grade 10-12 Students



Total Credits of Grade 12 Graduates

Year	Average Credits per Grade 12 Graduate: Aboriginal Graduates	All Graduates
1995-96	25.9	28.0
1996-97	26.6	28.0
1997-98	26.6	28.0
1998-99	26.4	27.9
1999-00	26.3	27.8
2000-01	26.3	27.7
2001-02	25.9	27.7
2002-03	26.7	27.7

Note: Students' Aboriginal status is identified through self-declaration. Not all Aboriginal students choose to self-identify and some schools do not provide opportunity for students to self-identify. Information from other sources would indicate greater numbers of Aboriginal students in provincial schools, therefore the graph is based on an incomplete set of data.

Average credits per year are calculated for students who have received a mark in any two subjects. Student cohort sizes for the Aboriginal student groups vary between 500 and 2,200 during the eleven year period shown in the graph.

Source: Saskatchewan Learning. (2004). *Student Services Data.* Regina, SK.

Ensuring Equity for All Students

Education in Saskatchewan is based on a commitment to address the needs of individual learners and to provide equitable opportunity and benefit for all students. The diversity of Saskatchewan's population means that the needs of the children and youth in the province are many and varied. This includes diversity in terms of environment, culture and heritage, language, abilities and needs.

It is recognized that some students require additional supports and specialized services in order to achieve full benefit from programs. Specifically, planning and systematic approaches are required to address the needs of Aboriginal students, students living in vulnerable circumstances, and students with exceptional learning and behavioural characteristics and abilities, and to ensure equity of opportunity and of benefit for female and male students.

How does the education system support Aboriginal students in their learning?

About 48,000 Saskatchewan Aboriginal persons are school-aged, representing over 20 percent of the province's entire school-aged population. Inequities in educational outcomes and benefits experienced by this important, growing segment of the student population demands the attention and work of all partners in the education system. Effective partnerships and innovative processes are required to make sure learning environments are in place to meet the needs of these young Aboriginal students.

Saskatchewan school divisions and Saskatchewan Learning, in partnership with Aboriginal organizations and communities, focus on the education of Aboriginal students through three main initiatives: Indian and Métis Content and Perspectives, the Aboriginal Education Program, and the Indian and Métis Education Development Program.

Indian and Métis Content and Perspectives and the Adaptive Dimension

Saskatchewan's Core Curriculum emphasizes the inclusion of Indian and Métis content and perspectives in each area of study in every classroom in Saskatchewan, whether or not that classroom has Aboriginal students. All students benefit from knowledge of the Aboriginal peoples of Saskatchewan, and through knowledge, misconceptions and biases can be eliminated.

The Adaptive Dimension of Core Curriculum allows teachers to adjust educational programs to address students' cultural needs. This can be as simple as featuring Aboriginal topics in bulletin board displays or as complex as adapting the entire program so that Aboriginal themes, approaches and perspectives are felt in every aspect of students' school experience.

The Aboriginal Education Program

Guided by the Aboriginal Education Provincial Advisory Committee, the Aboriginal Education Program includes the following components intended to improve the learning environment for Aboriginal students.

- *Partnerships* – Partnerships are important in Aboriginal education, recognizing and profiting from the significant expertise that exists in communities and First Nations. Examples include partnerships between First Nations and local school boards for joint use of school facilities, and partnerships with the Federation of Saskatchewan Indian Nations, Office of the Treaty Commissioner, Prince Albert Grand Council and Métis Nations related to curriculum, resource material and professional development opportunities.
- *Courses of study* – Native Studies 10, 20 and 30 and authorized Indian Languages courses are complete and available to schools. Development of curricula for Cree and Dene is underway.
- *Learning resources* – Saskatchewan Learning evaluates commercially-produced learning resources relevant to Aboriginal education and partners with Aboriginal organizations to produce resources on Aboriginal culture and history.
- *Aboriginal Teacher Education Programs (TEP)* – Saskatchewan's TEP programs are teacher education programs designed to meet the needs of teachers in cross-cultural instruction. In 2003-04, about 550 students were enrolled in the Northern Teacher Education Program in La Ronge; the Saskatchewan Urban Native Teacher Education Program in Regina, Saskatoon or Prince Albert; the Indian Teacher Education Program at the University of Saskatchewan; or the teacher education program at the First Nations University of Canada.
- *Teacher Inservice* – Workshops assist educators in understanding Aboriginal culture and history, integrating Aboriginal content and perspectives into the classroom practices, and recognizing and reducing bias.

- *Strengthening Educational Capacity* - A comprehensive strategy is planned that includes the development of rubrics and examples to assist school divisions in assessing the effectiveness of their program responses for Aboriginal students.

Indian and Métis Education Development (IMED) Program

The IMED Program offers incentive grants to help school divisions provide programs and activities that promote learning for Aboriginal students.

Beginning in 2002-03, the IMED Program implemented changes to the grant structure of the program. Program funding was assigned to projects for a 3-year term (2002-05) to support 39 projects in 23 school divisions. Funding has been allocated during 2004-05 to 13 projects in 9 school divisions. Figure 94 shows the range of different projects initiated by school divisions in operation during 2004-05. Programs that feature strengthening Aboriginal perspectives through curriculum development and the use of Aboriginal resource persons as cultural advisors, consultants, counsellors and outreach workers were the most common.

Figure 94: IMED Program, Number and Types of Projects, 2004-05

Type of Projects	Number
Curriculum development and other classroom resources	5
Development of local urban Aboriginal reading materials and Aboriginal cultural resources	3
Integrated services approach to managing student behavioural issues	1
Aboriginal languages instruction	3
Alternate programming for student success	3
Linking students to school through supports to participate in community extra-curricular activities	1
Summer programming to support students and keep them connected to school	1
Home liaison/cultural program – Aboriginal language instruction liaison with family, positive role model, promoting cultural inclusion and sensitivity	4
Aboriginal artist in residence program with a career focus on art, art sales, display, rotating art shows and Learning Through the Arts	5
Aboriginal transition support – moving from alternate program to mainstream school	1
Hiring additional Aboriginal resource people to support student success	9
In – home parent support	2
Cultural opportunities and experiences using local Aboriginal resource persons and connected to/across the curriculum	14
Student leadership development	3
Career development – work experience	2

Note: Some projects have more than one component or emphasis and as a result may have been double counted in the above chart. Numbers are as of Spring 2004.

Source: Saskatchewan Learning. (2004). *Community Education Data*. Regina, SK.

A basic requirement for project approval within the IMED Program is partnership with Aboriginal peoples in the development, implementation and evaluation of projects. Partnerships with the Aboriginal community, First Nations, Tribal Councils, community organizations and government agencies, together with contributions of school divisions, have resulted in approximately $1.25 million in additional funding and in-kind services being committed to the projects during 2004-05 (Figure 95).

Figure 95: IMED Program, Sources of Matching Funds, 2004-05

Sources of Matched Funding	Number of Sources
First Nations and tuition agreements	13
School divisions	31
Community Service Clubs / Town Councils	6
Provincial government departments and initiatives	7
University	1
Business Partnership	1
Métis Nation	4
Aboriginal Multi-Media Society	1
Friendship Centre	2

Note: The number of financial contributors is more than the number of projects, as two or more agencies provided matching funds for many projects.

Source: Saskatchewan Learning. (2004). *Community Education Data*. Regina, SK.

In 1999, the *Aboriginal Elder/Outreach Program* was added as part of the IMED Program, designed to bring Aboriginal resource people into schools. This program enhances linkages to the Aboriginal community, assists in the adaptation of instruction, and increases understanding and appreciation of Aboriginal traditions, values, cultures, languages, and contributions made to Saskatchewan. Three-year funding has been provided during 2003-06 for 49 initiatives in 22 school divisions.

In addition to the foregoing, the Office of the Treaty Commissioner has an extensive program of opportunities to support learning in the school system, which includes the 3 and 4 day in-service sessions on "Teaching Treaties in the Classroom" cited in Figure 80, one-day professional development workshops for teachers; and "treaty kits" available to schools for Grades 7 to 12.

What are schools doing to respond to students with diverse learning needs?

In order for children and youth with exceptional learning and behavioural needs to access and benefit from Core Curriculum, school divisions are required to provide appropriate supports and services. Accommodations may be required to ensure that all students with exceptional needs achieve their potential.

Through the Foundation Operating Grants to school boards, Saskatchewan Learning provides funding recognition to facilitate access to learning opportunities and to assist with the provision of appropriate programs and supports.

- *Diversity Recognition* is intended to support all aspects of student diversity including cultural diversity, students living in vulnerable circumstances and students with exceptional learning and behavioural needs. This includes learning difficulties and disabilities, gifted learners, mild and moderate designated disabilities, speech and language disabilities, and social, emotional and behavioural disorders.
- *Designated Disabled Program* provides incremental funding to assist school divisions in providing programs and supports for students with low-incidence disabilities (categorized in Figures 96 and 97).
- *Shared Services Program* funding assists school divisions outside of Regina and Saskatoon to support student diversity and curriculum actualization.
- *Children with Intensive Needs in Care of Social Services* provides funding to school divisions who are providing specialized programming and supports for children in foster care with social, emotional or behavioural disorders.
- *Technical Aids* is a program that assists school divisions with the purchase of technical aids to enable students with low-incidence disabilities to access curriculum.

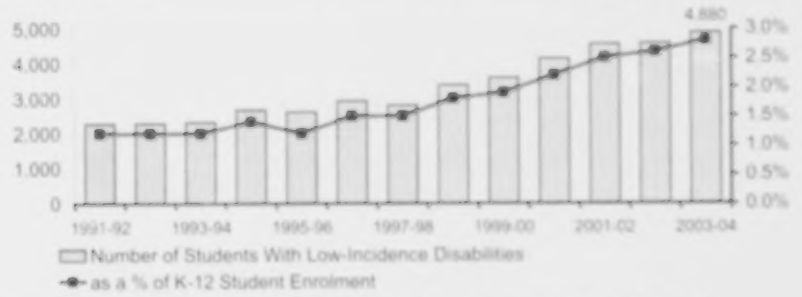
Students with exceptional learning and behavioural needs include those with advanced intellectual and artistic abilities, and those with disabilities that affect their ability to learn. This may include intellectual, physical or sensory disabilities, language delay and disorders, behaviour disorders and similar conditions. Disabilities may range from mild to severe and a student may have a disability in one area, but not in another.

It is estimated that 10 to 12 percent of the school-aged population have learning disabilities or difficulties that require special education services [Statistics Canada. (1999). *Diversity in the classroom: Characteristics of elementary students receiving special education*. Education Quarterly Review, 6(2), 7-19.]. In 2001, the rate of disability for the total Saskatchewan population was reported at 14.5 percent, compared to 12.4 percent of the national population [2001 Participation and Activity Limitation Survey data as shown in Figure 17 of this report].

In 2003-04, 4,880 students with low-incidence disabilities were provided with supports and programs through the Designated Disabled Pupil funding. This included students with physical disabilities, chronic health impairment, intellectual disabilities, multiple disabilities, visual disabilities, or those who are deaf or hard of hearing (Figure 96).

Figure 96: Number of Saskatchewan Students with Low-Incidence Disabilities 1991-92 to 2003-04

	1991-92	1996-97	2001-02	2002-03	2003-04
Physical Disabilities	247	312	422	443	465
Chronic Illness	227	402	1,064	1,097	1,282
Intellectual Disabilities	718	870	1,203	1,246	1,309
Visual Disabilities	100	182	121	104	98
Deaf or Hard of Hearing	296	298	360	332	331
Multiple Disabilities	699	869	1,383	1,351	1,395
Total	**2,287**	**2,933**	**4,553**	**4,573**	**4,880**



Source: Saskatchewan Learning. (2004). *Special Education Unit Data*. Regina, SK.

Professional and paraprofessional staff are employed by school divisions through Diversity Recognition and Designated Disabled Pupil funding to support the learning of students. These staff members include classroom teachers, resource teachers, teacher consultants, special classroom teachers, speech/language pathologists, schools psychologists, and teacher associates. Together they provide a range of supports and programs to students with exceptional needs, in many instances allowing these students to access and benefit from instruction within inclusive educational settings. Common supports contributing to inclusive practices were additional resource room support and support from a teacher associate, along with access to consultants and specialists for some students.

The level of support varies with the nature and level of disability. For example, information related to Designated Disabled Pupil funding in 2003-04 shows that speech and language pathology services were provided for 6 percent of students with visual impairment, 17 percent of students with chronic illness, 32 percent of students with intellectual disabilities and 38 percent of students with hearing impairment (Figure 97).

Some students received their education in congregated settings including part-time special class, full-time special class, and special schools. In 2003-04, 16 percent of students with chronic illness, 18 percent of students with intellectual disabilities, 28 percent of students with multiple disabilities, and between 4 and 9 percent of students with other types of disabilities learned in these settings.

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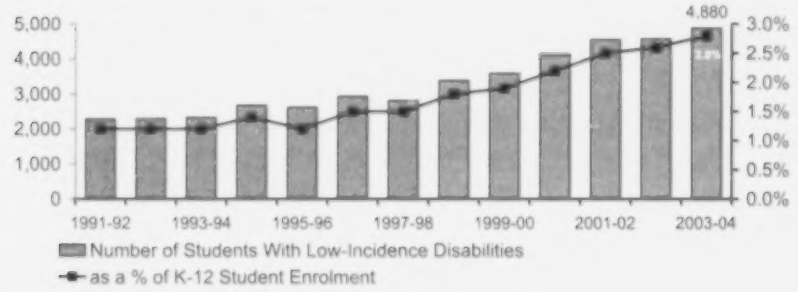

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Some students received their education in congregated settings including part-time special class, full-time special class, and special schools. In 2003-04, 16 percent of students with chronic illness, 18 percent of students with intellectual disabilities, 28 percent of students with multiple disabilities, and between 4 and 9 percent of students with other types of disabilities learned in these settings.

Figure 97: Percentage of Students Receiving Program Supports, by Type of Disability, 2003-04

	Physical Disabilities	Chronic Illness	Intellectual Disabilities	Visual Disabilities	Deaf or Hard of Hearing	Multiple Disabilities
Consultant	18%	17%	14%	33%	25%	15%
Counselor	5%	19%	2%	5%	3%	3%
Full-time Special Class	4%	8%	10%	4%	2%	15%
Home-based	1%	1%	-	4%	1%	1%
Hospital Instruction	-	1%	-	-	-	1%
Interpreter	-	-	-	1%	9%	1%
Itinerant Specialist	2%	2%	3%	30%	36%	3%
Occupational Therapist	17%	5%	5%	4%	-	7%
Part-time Special Class	3%	4%	6%	4%	1%	6%
Physiotherapist	4%	0%	0%	-	-	3%
Preschool	5%	3%	12%	4%	2%	4%
Resource Program	65%	65%	58%	69%	56%	47%
Special School	1%	4%	2%	1%	1%	7%
Speech/Language Pathologist	26%	17%	32%	6%	38%	32%
Teacher Associate	89%	85%	88%	74%	56%	86%
Tutorial Support	4%	7%	4%	9%	3%	3%

Note: Numbers in the table represent the percentage of students with the designated disability that received the specified program support. Many students receive multiple supports, so percentages will not add to 100 percent. A value of 0 percent means the percentage of students receiving the specified support was between 0.1 and 0.5 percent, before rounding. A dash means the specified support was not received by that group of students.

Source: Saskatchewan Learning. (2004). *Special Education Unit Data.* Regina, SK.

Teachers seek information about effective methods of teaching students with disabilities. The ACCESS (Assistance, Collaboration, Consultation, Evaluation, Support Services) team of specialists provides workshops and individual consultations for teachers and parents to support students with disabilities. The ACCESS team is comprised of teachers and specialists seconded from school divisions, as well as contracted personnel. In 2003-04, they delivered 103 workshops across Saskatchewan (Figure 98).

In addition to workshops, 206 individual consultations occurred in 2003-04 in the areas of autism (36), challenging behaviour (36), deaf and hard of hearing (67), intellectual disabilities (13), Fetal Alcohol Syndrome Disorder (4), and visual disabilities (50).

Figure 98: Number of Workshops Delivered by ACCESS Team, 1999-00 to 2003-04

Topic	1999-00	2000-01	2001-02	2002-03	2003-04
Autism	12	11	19	10	15
Visual Impairment	5	6	5	3	7
Deaf and Hard of Hearing	3	9	8	8	10
Fetal Alcohol Spectrum Disorders	17	15	25	14	16
Non-violent Crisis Intervention	27	23	13	5	12
Content Enhancement and Adaptive Dimension	-	-	9	15	27
Creating Opportunities: Effective Practices for Students with Intensive Educational Needs	-	-	25	31	16
Social Skills Instruction	3	-	-	-	-
Positive Behavioural Programming	2	-	-	-	-
Total	**69**	**64**	**104**	**86**	**103**

Note: Beginning in 2001, 'Social Skills Instruction' and 'Positive Behavioural Programming' workshops were incorporated within the 'Creating Opportunities: Effective Practices for Students with Intensive Educational Needs' workshops.

Source: Saskatchewan Learning. (2004). *Special Education Unit Data.* Regina, SK.

In addition to supporting students with exceptional learning and behavioural needs, schools respond to differences in understanding related to areas of study within the classroom. The Adaptive Dimension of Core Curriculum allows teachers to adjust educational programs to accommodate diversity in student learning needs. The teacher may adjust the curriculum topics and material, instruction and the learning environment so that schooling is meaningful and appropriate for each student.

The Adaptive Dimension allows teachers to adapt instruction for gifted students. Typically, gifted students learn more complex material in greater depth than other students. Teachers also use the Adaptive Dimension to accommodate students with disabilities that affect learning. For example, they may provide more practice for some students, give them additional time to learn, offer a more highly structured learning environment, or provide special materials such as large-print books.

According to school principals, in 10 percent of the schools, at least one in four students had learning problems that required special attention. Overall results indicate that a greater proportion of schools across Canada experienced a level of student learning problems exceeding 25 percent within individual schools, which were related to the first language of students, or had a higher proportion of students from lone-parent families, than occurred in Saskatchewan (Figure 99).

Figure 99 shows that over 85 percent of Saskatchewan and Canadian schools offer extra support for students struggling with English language arts, but fewer than 50 percent of schools offer special enrichment programs for students gifted in language arts. Saskatchewan schools are more likely than Canadian schools to organize extra help by withdrawing students from regular Language Arts classes, by offering separate or modified courses for remediation, and by forming groups within regular classes. More Canadian than Saskatchewan schools provide language arts remedial activity by offering programs outside the school. The pattern of enrichment opportunities seems to be similar with the exception that Saskatchewan schools tend to form groups within regular language arts classes more often.

Figure 99: Prevalence of Learning Problems, Remedial and Enrichment Activity in English Language Arts, Saskatchewan and Canada, 2002

	% of Schools	
	SK	**Canada**
Remedial Activity		
School provides remedial teaching in English Language Arts	**96%**	**85%**
by forming groups within regular classes	73%	42%
by withdrawing students from regular Language Arts classes	78%	59%
by offering separate or modified courses for remediation	74%	56%
outside of regular school hours	59%	59%
by offering programs outside the school	8%	17%
Enrichment Activity		
School provides special enrichment programs in Language Arts for gifted students	**48%**	**48%**
by forming groups within regular Language Arts classes	32%	24%
by withdrawing students from regular classes	17%	16%
offering separate or modified courses for gifted students	21%	21%
by giving students extra work outside regular school hours	14%	14%
by offering programs outside the school	8%	10%

Percentage of schools where at least **25%** of students …	SK	Can
have learning problems that require special attention	10	10
have health or nutrition problems that inhibit learning	9	6
Have a first language other than the language of the school	6	19
come from lone-parent families	24	39

Note: Percentages in the tables above indicate the percentage of in-school administrators who selected the given statement. Generally, differences between Saskatchewan and Canada administrator responses are not statistically significant unless they differ by about 8 percent.

Source: Council of Ministers of Education, Canada. (2004). *2002 School Achievement Indicators Program: Writing Assessment School Questionnaire Unpublished Data.*

How does the education system support vulnerable children in their learning?

Students living in vulnerable circumstances benefit from community education and early intervention programs. Community education is based on a belief that schools and communities working together are better able to help children and youth achieve success in school. Saskatchewan's community education approaches and programs foster strong ties between school, family and community.

The use of integrated, holistic approaches is consistent with the community education philosophy to meet the needs of children and families. Integrated school-linked services respond to the needs of children and youth who experience multiple risk factors that may affect their school and life success. These services are provided through collaborative efforts of school divisions and other human services providers such as Saskatchewan Health and Saskatchewan Justice, and community agencies such as churches, Tribal Councils and recreation boards.

Saskatchewan's 98 designated community schools are located in high-needs urban, rural and northern areas. These schools offer a variety of educational and social supports and opportunities to students and their families in order to promote success at school and in life. Community schools reflect the unique needs and strengths of their students and communities.

"There is no reason to think that the philosophy and practice of a community approach to school needs to be, or even should be, limited to high at-risk student populations. In fact, the Task Force believes that a community school philosophy and practice has value for all schools and all students.

Role of the School Task Force Report (p. 47)

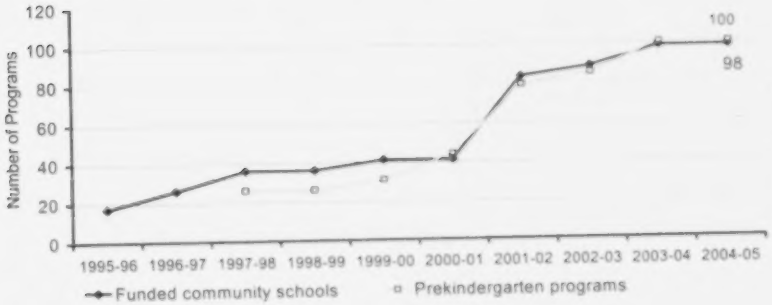
Figure 100 shows the growth in the number of funded community schools during the past ten years. The Community Schools Program was expanded in 2001 to include schools in rural areas and to include secondary and K-12 schools. In addition to these funded schools, other schools in the province have adopted a community education philosophy.

Figure 100 also shows the growth in the number of prekindergarten programs delivered in the province. These programs are a response to research that has shown early intervention to support vulnerable children is much more effective than intervention during middle school or high school years. Some prekindergarten programs are located outside community schools. Since their beginning in 1997-98, the number of prekindergarten programs has increased from 26 to 100. The goals of these half-day programs are:

- to enhance opportunity for success for vulnerable three- and four-year-old children;
- to provide a high-quality education program;
- to increase parent involvement and provide support for parents; and,
- to promote shared responsibility among families, schools and communities for the well-being of children.

In 2003-04, 1,440 children attended prekindergarten programs in urban, rural and northern community schools. In addition, 554 three- to five-year-old children received support and services through Designated Disabled Pupil funding (Figure 101).

Figure 100: Number of Funded Community Schools and Prekindergarten Programs, Saskatchewan, 1995-96 to 2004-05



Funded Community Schools, by Location, 2004-05

	Urban	Rural	North	Province
Elementary	52	9	4	65
Secondary	12	4	1	17
K-12	1	8	7	16
Total	65	21	12	98

Note: In 1980 there were 11 community schools, expanding to 17 schools in 1982. The Community School Program expanded in scope to include schools in the North in 1997 and in rural areas in 2001, as well as expanding to include secondary and K-12 schools in 2001. In 2003-04, one school in the North changed its status from K-12 to Elementary. Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Source: Saskatchewan Learning. (2004). *Community Education Data*. Regina, SK.

Figure 101: Number of Children in Early Intervention Programs, Saskatchewan, 2001-02 to 2003-04

	Designated Disabled Pupils (3-5-year-olds)			Prekindergarten Programs (3-4-year-olds)		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Urban	234	248	261	928	960	1,072
Rural	266	259	293	176	224	320
Northern	-	-	-	32	32	48
Total	**500**	**507**	**554**	**1,136**	**1,216**	**1,440**

Note: Numbers in the prekindergarten programs are estimates reflecting maximums of 16 children in a program. Not included in the table are children served by eight additional prekindergarten programs allocated to communities in the Northern Lights School Division. The school division is working in partnership with existing preschool initiatives in these communities to enhance services.

Source: Saskatchewan Learning. (2004). *Children's Services and Programs Branch Data*. Regina, SK.

Another program providing early intervention supports to vulnerable children and their families is *KidsFirst*. Children who are eligible to be in this program are those born into challenging social or economic circumstances that makes them vulnerable, or at risk, for poor childhood outcomes. Services are available to these families during the prenatal period or right after the child is born and up to the age of five, if required. The goal of the program is for families to reach a level of strength and independence, enabling them to function in the mainstream without the need for ongoing intensive supports.

The supports these families receive under the *KidsFirst* program help them improve their circumstances so that they can provide the most nurturing and stimulating environments for their children's development to enable them to reach their full potential. The focus of this program is prevention so children can benefit from the kind of early childhood experience that will allow them to enter the school system without developmental deficits. Achieving this enables children to start school at a developmental level that is appropriate for their age.

The *KidsFirst* program was first implemented in 2002-03 in nine communities across the province, and will reach maximum capacity in 2004-05. In 2002-03, 850 families participated in the *KidsFirst* program. That number remained essentially the same at 849 in 2003-04.

Modeling Equity in Education Hiring Practices

Teachers and principals are powerful role models for students. In the education system there is a focus on achieving balanced numbers of female and male administrators and on hiring Aboriginal teachers in the same proportion as Aboriginal students.

What is the ratio of students to Aboriginal teachers?

Aboriginal teachers provide positive role models for Aboriginal and non-Aboriginal students alike and for the community as a whole. Education Equity is a program of the Saskatchewan Human Rights Commission intended to reduce the number of Aboriginal students who drop out of school before completing Grade 12. Education Equity includes the hiring of Aboriginal teachers and Aboriginal non-teaching staff. The Saskatchewan Human Rights Commission keeps records of the number of Aboriginal students and teachers in school divisions with Education Equity Programs.

Provincially, the ratio of Aboriginal students to Aboriginal teachers in participating school divisions decreased from 425 in 1989-90 to 214 in 2002-03. This is the result of an increase in the proportion of Aboriginal teachers from 4.4 percent of the teaching workforce in 1989-90 to 7.9 percent in 2002-03. This trend is reinforced by the growing percentage of Aboriginal non-teaching staff from 9.7 percent in 1989 to 11.9 percent in 2002-03. The hiring of Aboriginal staff will need to continue simply to keep pace with the growing number of Aboriginal students in Saskatchewan schools (Figure 102).

Figure 102: Percentage of Aboriginal Students and Staff in Saskatchewan School Divisions with Education Equity Programs, 1989-90, 1999-00 and 2002-03

	1989-90	1999-00	2002-03
Students in Participating School Divisions			
Total	59,452	66,535	64,500
Aboriginal Students	9,176	13,354	13,858
… as a % of Total	15.4%	20.1%	21.5%
Teachers in Participating School Divisions			
Total	3,170.9	3,992.3	3,811.0
Aboriginal Teachers	140	253.3	302.0
… as a % of Total	4.4%	6.3%	7.9%
Total Student to Aboriginal Teacher Ratio	**425**	**263**	**214**
Non-Teaching Staff in Participating School Divisions			
Total	2,578.0	2,911.3	3,463.0
Aboriginal Non-Teaching Staff	251.0	313.4	413.0
… as a % of Total	9.7%	10.8%	11.9%

Note: Table includes only those school divisions that reported in each of 1989-90, 1999-00 and 2002-03. Data after 1997 are not strictly comparable to those of previous years due to restructuring.

Source: Saskatchewan Human Rights Commission. (2004). *Unpublished Data*. Regina, SK.

What is the gender profile of Saskatchewan's educational organizations?

Figure 103 illustrates gender profile in Saskatchewan's major educational organizations.

More females than males occupy teaching positions, staff positions at the Saskatchewan Teachers' Federation and the Saskatchewan School Boards Association, out of scope positions at Saskatchewan Learning, and hold memberships or positions at the Saskatchewan Association of School Councils. More males than females are principals, trustees, directors of education, or tenure-track faculty at the University of Saskatchewan, College of Education.

The percentages of females and males are approximately equal (or the numbers too small for meaningful comparison) for other Saskatchewan educational organizations.

Over the past two years, increasing gender parity has occurred in the proportion of principals, Saskatchewan School Boards Association staff, the faculty tenure-track at the University of Saskatchewan, and Directors of Education.

Figure 103: Gender Profile of Saskatchewan Educational Organizations, 2003-04

Organization	Total #	% Female	% Male	Date
Saskatchewan Learning – Out of Scope Staff	101	66%	34%	May 2004
Saskatchewan Association of School Business Officials	91	54%	46%	June 2004
Saskatchewan Teachers' Federation (STF)				
• Teachers	11,236	70%	30%	
• Principals	769	42%	58%	Sept 2003
• STF Professional Staff	92	73%	27%	
Saskatchewan School Boards (formerly Trustees) Association (SSBA formerly SSTA)				
• SSBA Staff	24	63%	37%	2004
• Trustees	584	42%	58%	
University of Regina, Faculty of Education				
• Senior Management	3	67%	33%	May 2004
• Faculty Tenure-Track	45	50%	50%	
University of Saskatchewan, College of Education				
• Senior Management	4	50%	50%	Sept 2004
• Faculty Tenure-Track	58*	42%	58%	
Saskatchewan Association of School Councils (SASC)				
• SASC Board and Staff	13	70%	30%	May 2004
• Members	61,642	60%	40%	
League of Educational Administrators, Directors and Superintendents (LEADS)				
• Directors of Education	85	20%	80%	June 2004
• All LEADS Positions	167	32%	68%	

Note: Senior management at the Faculty/College of Education at the University of Regina and University of Saskatchewan includes Deans, Associate Deans and Assistant Deans. Total numbers of members and positions should be considered when interpreting the results.

*Includes 5 vacant positions.

Source: Organizations' records.

Accessibility

Accessibility means ensuring that students have educational opportunities regardless of their personal situation or their location in the province.

Four types of accessibility are explored in this section:

- Access to Courses
- Opportunity-to-Learn
- Teacher Specialization
- Resources including Technology

Access to Courses

How many different courses are being offered in schools?

At the secondary level, students can choose from a range of different course offerings in the areas of arts education, language arts, mathematics, science, social science, health and physical education, and practical and applied arts. Schools might offer a number of courses in each of these areas of study at each of Grades 10 through 12, including advanced and modified courses, in order to meet the interests and needs of students as they work toward Grade 12 graduation. In general, a school with many students would offer a broader range of course options to meet the educational needs of the entire body of students than would a school with few students.

Figure 104 shows a scatter plot of the relationship between the size of schools (as measured by the number of Grade 10-12 students) and the number of unique Grade 10-12 course offerings at the school. The curve in the graph represents a best-fit curve for the data points. Points substantially above the curve would indicate schools where the number of unique course offerings in relation to the number of students is much higher than the norm. Points substantially below the curve would indicate schools where the number of unique course offerings in relation to the number of students is much lower than the norm. Planning around the types and numbers of course offerings involves decisions that consider resources, flexibility, effectiveness and efficiency.

In Saskatchewan

- *the median size of K-12 and high schools is about 56.5 Grade 10-12 students, offering 29-48 Grade 10-12 courses - number of course offerings vary greatly, even between schools of similar size*
- *K-12 school-aged youth registered for 4,890 correspondence school courses in 2003-04, a decrease of about 1,000 from 1998-99*
- *French Immersion and Core French enrolments have been decreasing*
- *about 55 to 85 percent of classrooms and students report that their opportunities to learn, in terms of instruction, and student preparation and commitment to learn mathematics, and family support for learning in general are consistent with the characteristics described for Level 3 or above*
- *about two-thirds of Grade 10-12 courses are taught by teachers specialized in the subject area, except practical and applied arts - rural and urban appear to have similar accessibility to specialist teachers – there is a shortage of specialists in practical and applied arts, math, social science and arts education in the North*
- *schools have one computer connected to the Internet for every 4 students*

In 2002-03, there were 360 schools (including independent and First Nations schools) that offered at least one Grade 10-12 course. The median school size had 56.5 students offering a range of 29-48 Grade 10-12 courses.

For schools with size 54 to 64 students, some offered as few as 23 courses and some as many as 59 courses. In addition, this group of schools offered as many as 9 correspondence courses, and as few as none (median value of 2).

Figure 104: Number of Unique Secondary Level Courses Offered, by Size of School, 2002-03

School Size (# of Students in Grades 10-12)	# of Schools	Average Unique Courses Per School: # Grade 10-12 Courses	# Grade 12 Courses
0-29	54	21	7
30-59	135	36	13
60-99	68	49	18
100-149	31	57	21
150-199	13	68	24
200-299	13	75	29
300 or more	46	112	42

Note: Points represent the number of unique courses offered at the school related to the number of students attending the school. Data do not include correspondence course offerings, which is, on average, fewer than 3 courses per school.

Source: Saskatchewan Learning. (2004). *Student Services Data*. Regina, SK.

What role does distance education play in the education system?

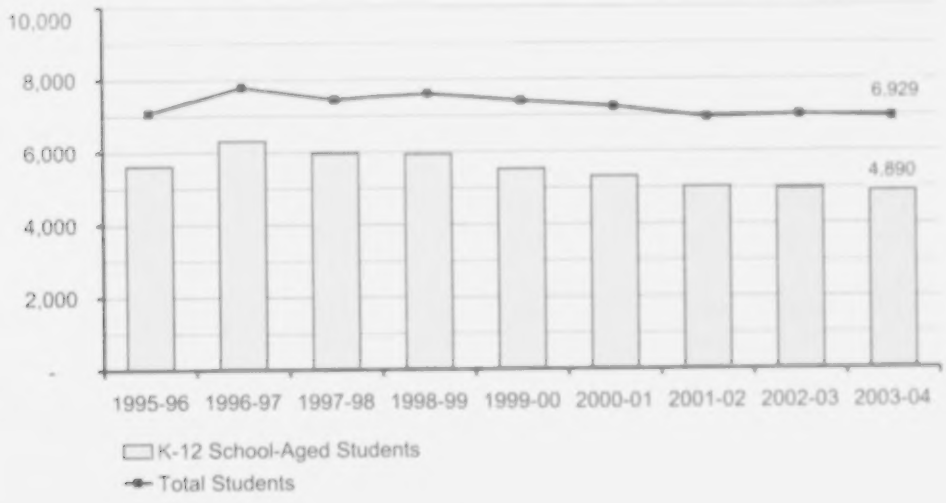
Distance education is one way of making education more accessible to all. The Saskatchewan Government Correspondence School offers Grade 9-12 courses to students, many of whom are interested in or need a course that they cannot access at their local school or fit into their individual schedules. Correspondence School students include children, youth and adults. Adults enrolled in the Correspondence School are typically upgrading their overall education on a part-time basis or taking specific courses that are prerequisites for a post-secondary or apprenticeship program.

Correspondence courses are delivered in a variety of formats: print packages, audio and video tapes, kits, CD-ROM and online. Students and Correspondence School staff communicate using a variety of methods: Canada Post, electronic mail, courier, fax and telephone. Students can visit the Correspondence School in person and access the many services available on-site.

During 2003-04, there were 4,890 course registrations by school-aged students, down from 4,959 registrations during the previous year and down significantly from the 6,314 registrations of 1996-97. The Correspondence School offered 12 online courses in 2003-04 and has increased this to 13 for 2004-05.

About 250 schools, including some independent and First Nations schools, registered students with the Correspondence School. Also, the Correspondence School provided courses for some students in home-based education and for some students studying outside the province (Figure 105).

Figure 105: Saskatchewan Government Correspondence School Course Registrations, 1995-96 to 2003-04



2003-04 Course Registrations, by Grade

	Course Registrations			
	K-12 School-Aged Students	Adult Students	Total Students	Interactive Television Instruction
Grade 9	490	30	520	17
Grade 10	1,393	140	1,533	10
Grade 11	1,307	238	1,545	22
Grade 12	1,700	1,631	3,331	402
Total	4,890	2,039	6,929	451

Note: Registrations occurred from August 1, 2003 to July 31, 2004.

The Interactive Television Instruction program involves teachers in three schools serving students across the province, with administrative support from the Correspondence School, and technical support from the Saskatchewan Communications Network.

Source: Saskatchewan Learning (2004). *Correspondence School Unit Data*. Regina, SK.

In addition to Correspondence School courses, distance education is facilitated using other learning technologies. A pilot project for the delivery of online courses involves individual teachers located across the province providing instruction to students located across the province, supported by a technical infrastructure provided by Saskatchewan Learning. This pilot project has grown from 17 online courses in 2001-02 and 23 online courses in 2002-03 to 31 online credit course offerings in 2003-04 and again in 2004-05. A variety of web-based resources, developed by Saskatchewan teachers, were used in the delivery of these courses.

In September 2003, the École d'éducation à distance began to deliver online courses to French Immersion students. In 2003-04 eleven different courses were provided to a total of 24 students. In the first semester of 2004-05, 47 French Immersion students are enrolled in 13 online courses.

What languages are students studying?

Languages are taught as a subject in many Saskatchewan schools. Figure 106 shows enrolment in languages other than English and French peaked in 1996-97 and has declined slightly to 1,675 secondary level credit course registrations in 2002-03. Cree was the most popular language with 674 enrolments followed by Spanish and Japanese with 306 and 229 enrolments respectively.

In 2002-03, over 75 percent of the students studying Aboriginal languages lived in rural and northern areas. Most of the students studying other languages lived in urban areas.

Figure 106: High School Student Credit Registrations in Language Courses Other than English and French, 1992-93 to 2002-03

	1992-93	1994-95	1996-97	1998-99	2000-01	2002-03
Cree	267	678	822	678	690	674
Dene	0	42	16	54	49	79
German	348	325	350	270	289	206
Japanese	169	226	244	232	217	229
Saulteaux	0	12	43	35	57	69
Spanish	29	68	148	210	263	306
Ukrainian	148	131	87	82	66	48
Other	12	16	51	42	49	64
Totals	**973**	**1,498**	**1,761**	**1,603**	**1,680**	**1,675**

2002-03 Registrations			
	Urban	Rural	North
Cree	182	245	247
Dene	0	0	79
Nakoda	0	0	0
Saulteaux	0	69	0
Totals	**182**	**314**	**326**

Note: Other language courses include Chinese, Filipino, Hindi, Latin, Mandarin, Nakoda, Polish and Russian. Previous years' numbers for some language courses may be different than those reported in earlier reports due to ongoing record maintenance.

Source: Saskatchewan Learning. (2004). *Student Services Data*. Regina, SK.

French language and culture are taught in most Saskatchewan schools. Three types of French language programs are offered.

- *Core French* – in which French is taught as a subject as part of regular course offerings
- *French Immersion* (sometimes called Designated schools) – in which French is the language of instruction for a minimum of 50 percent of the school day for anglophone students
- *Fransaskois Schools* – in which French is the language of instruction, other than for English Language Arts, for the entire school day for francophone students, and there is an emphasis on French identity and culture in all subjects

In 2003-04, about 38 percent of the student population were enrolled in Core French programs, down from 54 percent in 1989-90. A greater proportion of students in Grades 4 through 8 studied Core French than that in high school or in the early elementary years (Figure 107).

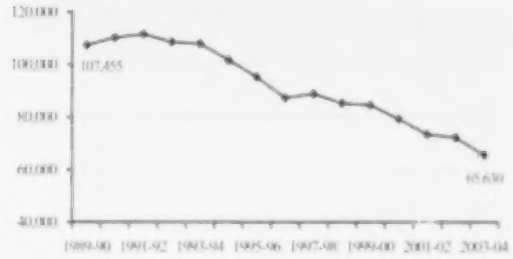
Enrolments in French Immersion Programs have declined a bit each year for the past eleven years. In 2003-04, there were 8,685 students enrolled in French Immersion, about two-thirds of the numbers enrolled in 1993-94. Some of this decline is attributed to enrolments in Fransaskois schools beginning in 1994-95.

Enrolments in Fransaskois schools have risen slightly to 1,070 in 2003-04, which is 0.6% of all provincial students (Figure 108).

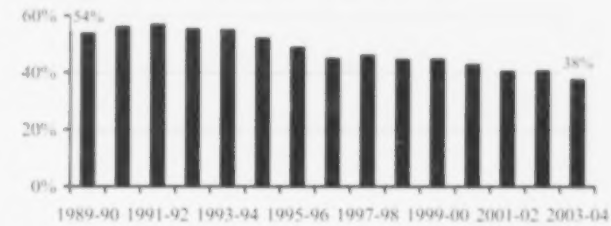
Figure 107: Enrolments in Core French Programs, Saskatchewan, 1989-90 to 2003-04

Grade	Enrolment in 2003-04	
	Total	as % of Student Population
Kindergarten	1,766	16.0%
Grade 1	4,212	35.1%
Grade 2	4,765	39.9%
Grade 3	5,311	44.3%
Grade 4	6,896	55.7%
Grade 5	7,662	59.7%
Grade 6	8,042	61.2%
Grade 7	8,558	63.3%
Grade 8	8,839	62.3%
Grade 9	4,729	32.8%
Grade 10	2,316	14.9%
Grade 11	1,486	10.7%
Grade 12	1,048	6.7%

Core French Total Enrolments



... as a percentage of the Student Population



Source: Saskatchewan Learning. (2004). *Official Minority Language Office Data*. Regina, SK.

Figure 108: Enrolments in French Immersion Programs and Fransaskois Schools in Saskatchewan, 1989-90 to 2003-04

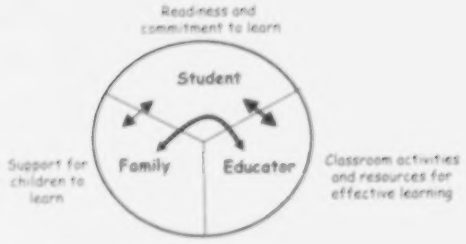
	French Immersion Programs		Fransaskois Schools	
	Enrolment ...		Enrolment ...	
	Total	as % of Student Population	Total	as % of Student Population
1989-90	11,353	5.7%		
1990-91	11,854	6.0%		
1991-92	12,306	6.3%		
1992-93	12,882	6.6%		
1993-94	12,762	6.5%		
1994-95	11,026	5.6%	1,001	0.5%
1995-96	10,937	5.6%	960	0.5%
1996-97	10,338	5.3%	961	0.5%
1997-98	9,962	5.2%	1,036	0.5%
1998-99	9,615	5.0%	1,033	0.5%
1999-00	9,294	4.9%	1,048	0.6%
2000-01	9,076	4.9%	1,033	0.6%
2001-02	8,846	4.9%	1,079	0.6%
2002-03	8,907	5.0%	1,127	0.6%
2003-04	8,685	5.0%	1,070	0.6%

Note: The reduced enrolment in French immersion programs in the 1994-95 school year can be explained by transfer of students to Fransaskois schools. Between 1994 and December 31, 1998, Fransaskois schools were under the governance of conseils scolaires fransaskois and, since January, 1999, have been under the governance of the Francophone School Division #310. Fransaskois school enrolments shown above include enrolments at College Mathieu.

Source: Saskatchewan Learning. (2004). *Official Minority Language Office Data*. Regina, SK.

Opportunity-to-Learn

Opportunity-to-learn refers to the processes and conditions that facilitate learning. Student achievement depends not only on students' ability, but also on the social, personal and educational factors that facilitate learning. Students' opportunities to learn are affected by their readiness and commitment to learn, the family support for their learning, and their educational experiences in the school and classroom.



There are many school processes, student practices and family supports that contribute to students' learning opportunities. Data gathered from the 2004 Provincial Mathematics Assessment provide some indicators of these opportunities. Opportunity-to-learn indicators serve as beginning discussion points or points of further investigation as schools plan and support student learning. This section includes:

- classroom instruction and learning approaches in mathematics
- student persistence in completing their work
- supports that families offer for students' learning

What classroom instruction and learning approaches in mathematics are used in Saskatchewan?

What takes place in math classrooms can have a great impact on the extent to which students learn and understand mathematics. Figure 109 shows the percentages of elementary, middle and secondary mathematics classrooms that engage students in learning mathematics in different ways. Characteristics described at Level 1 tend to emphasize rote learning and drill approaches, directed mostly by the teacher. Toward Level 5, classroom instruction and learning takes more of a problem-solving approach, engages students in a more active role, uses a greater variety of resources, and is more sensitive to individual students' learning needs.

Many of the characteristics listed below for Level 3 and beyond describe what is expected in providing students sufficient opportunity to learn mathematics based on the curriculum for Grades 5, 8 and 11 (Math 20). These approaches promote deeper understandings and application of mathematics, and greater adaptation to student learning needs. In 2004, 67 percent of middle-level teachers, 59 percent of secondary teachers, and 61 percent of elementary teachers described their approaches to teaching mathematics consistent with characteristics described in Level 3 and above.

Figure 109: Classroom Instruction and Learning Approaches in Mathematics, Saskatchewan, Elementary, Middle and Secondary, 2004

Brief description of characteristics at each level ...	Percentage of Classrooms		
	Elementary	Middle	Secondary
Level 5: Students learn mathematics in a problem-solving context that allows them to explore and be challenged in their thinking of mathematical concepts.	6%	5%	2%
Level 4: Occasionally students learn and explore new math concepts through problem-solving activities. A wide variety of instructional approaches and resources are utilized in the mathematics program.	17%	19%	17%
Level 3: Math is learned through the introduction and practice of procedures. The teacher demonstrates and explains why it works through the use of manipulatives, calculators, computers, group-work and journals.	38%	43%	40%
Level 2: Learning of math procedures is accompanied by a notion or surface understanding of how and why procedures work. Learning is usually through direct instruction. Other instructional methods are used occasionally.	35%	29%	39%
Level 1: Emphasis is placed on learning and repeating math procedures through drill exercises. Classroom learning occurs primarily through lecture or independent study.	4%	5%	2%

Note: Percentages are based on teacher questionnaire responses that were compiled to reflect a broad array of instruction and learning characteristics. The sample included 2,384 Grade 5 teachers, 1,245 Grade 8 teachers and 499 Grade 11 teachers. Percentages in the table may differ slightly from what was reported at the Assessment for Learning workshops due to further data cleaning and analysis. The URL for the opportunity to learn rubrics is http://www.sasklearning.gov.sk.ca/branches/cap_building_acct/ afl/docs/plap/math/math2001otlrubrics.pdf

Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics, Summary Report*. Regina, SK.

How committed are Saskatchewan students toward their learning?

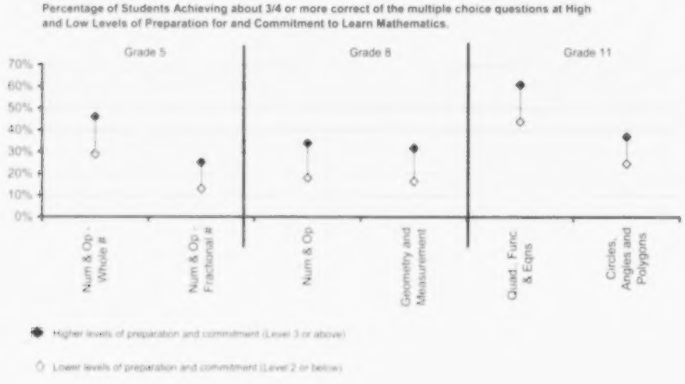
Students who prepare for class, engage in class activities and reflect upon what they have learned, position themselves to do well in school. By developing habits of persistence in completing their work regardless of the difficulty of the task, and by committing to producing their best work, students reinforce and better understand their learning. This increased readiness to learn allows them to better take advantage of opportunities and activities provided in the classroom.

The characteristics listed for Level 3 in Figure 110 below describe the sufficiency level for students' preparation for and commitment to learn mathematics based on the curriculum for Grades 5, 8 and 11. At this level, students usually prepare themselves for class, ensure assignments are completed, and usually participate attentively in class activities. In 2004, over 73 percent of Grade 5 students, 63 percent of Grade 8 students and 56 percent of Grade 11 students in Saskatchewan met or exceeded Level 3.

The second part of Figure 110 compares the percentage of Saskatchewan students answering correctly at least three-quarters of the questions related to specific areas of the math curriculum for their grade with reference to the level of the students' preparation for and commitment to learn mathematics. In Grades 5, 8 and 11, from 12 -17 percent more students, who demonstrated a commitment to learn mathematics consistent with Level 3 or above, answered at least three-quarters of the questions correctly than those students who demonstrated a commitment to learn at Level 2 or below. In summary, the group of students demonstrating a higher level of preparation for and commitment to learning achieved a higher level of performance in mathematics than the group with a lower level of commitment to learn.

Figure 110: Students' Preparation for and Commitment to Learn Mathematics, Saskatchewan, Grade 5, 8 and 11, 2004

Brief description of characteristics at each level ...	Percentage of Students		
	Grade 5	Grade 8	Grade 11
Level 5: Students regularly set and review goals for what they want to learn. They work on class activities and regularly check to see how well they are doing or how they might improve to achieve their goals.	7%	3%	2%
Level 4: Students come prepared for class and work on class activities. They often think about what they have done in class and how they might improve their understanding.	22%	19%	17%
Level 3: Students are usually prepared for class and usually work on class activities. They tend not to think about what they did in class and what they could do to improve their understanding.	44%	41%	37%
Level 2: Students are sometimes prepared for class and try to pay attention, but they are often distracted or become bored and stop working on class activities. They commit little time or effort to homework.	24%	32%	37%
Level 1: Students are not prepared for class and pay little attention to class activities. They do very little homework and believe math is not important.	3%	5%	7%


Percentage of Students Achieving about 3/4 or more correct of the multiple choice questions at High and Low Levels of Preparation for and Commitment to Learn Mathematics.
Grade 5
Grade 8
Grade 11
70%
60%
50%
40%
30%
20%
10%
0%
Num & Op - Whole #
Num & Op - Fractional #
Num & Op
Geometry and Measurement
Quad., Func. & Eqns
Circles, Angles and Polygons
Higher levels of preparation and commitment (Level 3 or above)
Lower levels of preparation and commitment (Level 2 or below)

Note: Percentages are based on student questionnaire responses that were compiled to reflect a range of preparation and reflection characteristics. The sample included 11,262 Grade 5 students, 11,600 Grade 8 students and 8,326 Grade 11 students.

Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics, Summary Report*. Regina, SK.

What supports do families offer for students' learning?

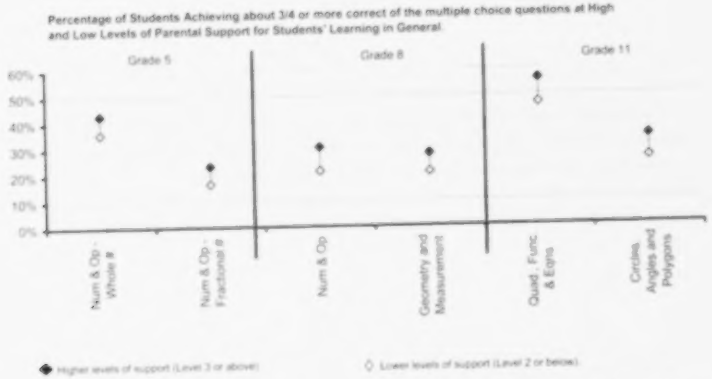
Family support and encouragement plays a key role in students' success at school and in life.

The statements for Level 3 in Figure 111 describe the kinds of parental support that would be considered appropriate for typical students. About 83 percent of Grade 5 students, 79 percent of Grade 8 students, and 73 percent of Grade 11 students reported support at Level 3 or higher, meaning most students feel their parents value education and try to support them.

The graph in Figure 111 compares the percentage of Saskatchewan students answering correctly at least three-quarters of the questions related to specific areas of the math curriculum for their grade with reference to the level of parental support those students reported they received from their parents for learning in general. In Grades 5, 8 and 11, from 7 to 9 percent more students, who reported parental support for learning which was consistent with Level 3 or above, answered at least three-quarters of the questions correctly than those students who reported parental support at Level 2 or below.

Figure 111: Parental Support for Students' Learning in General, Saskatchewan, Grade 5, 8 and 11, 2004

Brief description of characteristics at each level ...	Percentage of Students		
	Grade 5	Grade 8	Grade 11
Level 5: Parents offer a very positive and supportive environment where their child is encouraged to ask school-related and life-related questions. The child appreciates this interest and shares feelings and experiences with his/her parents, better enabling support for learning.	16%	11%	6%
Level 4: Parents offer a very positive and supportive environment that reinforces their child's learning. Parents initiate most conversations and they consider the interests and abilities of their child when stating expectations.	33%	29%	25%
Level 3: Parents try to provide support for their child's learning, but may not understand or ensure that their support meets their child's needs. Parents tell their child about the importance of school and their expectations.	34%	39%	42%
Level 2: Parent support is reactionary and uneven. Parents rarely discuss their expectations with or encourage their child, but do take pride in their child's accomplishments. The parent will usually attend parent-teacher interviews.	8%	10%	14%
Level 1: Parents don't know how to, or choose not to support their child's learning. Parent and child communication is minimal.	9%	11%	13%


Percentage of Students Achieving about 3/4 or more correct of the multiple choice questions at High and Low Levels of Parental Support for Students' Learning in General
Grade 5
Grade 8
Grade 11
60%
50%
40%
30%
20%
10%
0%
Num & Op - Whole #
Num & Op - Fractional #
Num & Op
Geometry and Measurement
Quad. Func & Eqns
Circles, Angles and Polygons
◆ Higher levels of support (Level 3 or above)
◇ Lower levels of support (Level 2 or below)

Note: Percentages are based on student questionnaire responses that were compiled to reflect different levels of parental support for learning. The sample included 11,262 Grade 5 students, 11,600 Grade 8 students and 8,326 Grade 11 students.

Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics, Summary Report*. Regina, SK.

Data collected in the 2002 national writing assessment provided additional information about parents' involvement in their children's education. In 64 percent of Saskatchewan classrooms, over half the students' parents participated in parent/teacher interviews, considerably more than the Canadian average of 43 percent.

Parents tend to discuss school work and assist their 13-year-old children with language arts and other homework more frequently than they do for 16-year-olds; however, they tend to discuss future plans more frequently with 16-year-olds. In general, school work discussion activity between parents and children were similar for Saskatchewan and Canada (Figure 112).

Figure 112: Parents' Involvement in the Education of Their Children, Saskatchewan and Canada, 2002

		SK	Canada
Teachers' Responses			
Percentage of teachers who meet with or speak by telephone to parents to discuss individual students once a week or more		50%	49%
Percentage of teachers who estimate they have contact with 50% or more of parents over a full school year at regularly scheduled interviews		64%	43%
Students' Responses			
Students who work with parents on Language Arts homework a few times a month or more	13-year-olds	47%	46%
	16-year-olds	22%	24%
Students who work with parents on homework in other subjects a few times a month or more	13-year-olds	67%	61%
	16-year-olds	35%	36%
Students who discuss their school work with their parents a few times a week or more	13-year-olds	48%	53%
	16-year-olds	38%	43%
Students who discuss their daily activities with their parents a few times a week or more	13-year-olds	67%	70%
	16-year-olds	68%	71%
Students who discuss their future with their parents a few times a month or more	13-year-olds	70%	79%
	16-year-olds	84%	89%

Note: Generally, differences between Saskatchewan and Canada responses are not statistically significant unless they differ by about 5 percent.

Source: Council of Ministers of Education, Canada. (2004). *2002 School Achievement Indicators Program: Writing Assessment Student and Teacher Questionnaires Unpublished Data.*

Teacher Specialization

Teachers acquire expertise in educational psychology, in teaching methodology and in subject disciplines through teacher education programs, professional development and teaching experience. Many teaching approaches can be transferred from one subject discipline to another, allowing a teacher with a sufficient knowledge base in a subject discipline to facilitate learning in that subject area. At higher grade levels, particularly the secondary level, teachers require a greater expertise in a subject discipline.

What is the subject-area expertise of teachers?

One indicator of greater subject-area expertise is the designation of subject major or minor that accompanies a teacher's education degree. Depending on the number of university courses completed in a subject discipline and the number of teaching methodology courses completed related to that subject discipline, a teacher can attain a major or a minor designation in that subject area. Some teachers can attain more than one major or minor.

Figure 113 shows the numbers of majors and minors in each subject area in different locations in the province. In 2003-04, the two subject areas that had the most majors or minors were social science (over 3700 teachers) and language arts (over 3600 teachers). Approximately 41 percent of the teachers who specialized in mathematics, 55 percent of teachers who specialized in science, and 67 percent of teachers who specialized in practical and applied arts taught at least one course at the secondary level. Conversely, those who specialized in other subject areas tended to teach more at the elementary and middle levels, and less than 15 percent of them taught at least one class at the secondary level.

The distributions of teachers with majors or minors in different subject areas were similar in urban and rural areas of the province. In the North, there were proportionally fewer majors and minors in the areas of arts education, mathematics, and practical and applied arts.

Figure 113: Number of Majors and Minors, by Subject Area, by Location, 2003-04

	Urban	Rural	North	**Province**
Arts Education	704	418	9	**1,131**
Health & Phys Ed	862	736	26	**1,624**
Language Arts	2,038	1,531	59	**3,628**
Mathematics	651	569	14	**1,234**
Natural Science	716	682	40	**1,438**
Practical & Applied Arts	279	258	9	**546**
Social Science	1,899	1,720	101	**3,720**

Note: Numbers in the above table include double counts and do not refer to the number of teachers. For instance, a teacher will often have a major in one subject area and a minor in another, or may have a double major, and so would be counted in two or more categories. Majors and minors are recorded at the time of teacher certification and are not updated.

Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Source: Saskatchewan Learning. (2004). *Teacher Services Unpublished Data.*

Figure 114 shows that in 2003-04, for most subject areas, over two-thirds of secondary level courses were taught by specialists in the subject area. The exception to this was practical and applied arts, where less than one-third of courses were taught by practical and applied arts specialists. Accessibility to teacher specialists in urban and rural areas was much the same. In the North, significantly lower percentages of courses were taught by specialists.

Figure 114: Percentage of Secondary Level Courses Taught by Teachers with Major or Minor in the Subject Area, by Location, 2003-04

	Urban	Rural	North	**Province**
Arts Education	69%	61%	45%	**65%**
Health & Phys Ed	77%	65%	50%	**69%**
Language Arts	69%	67%	53%	**68%**
Mathematics	69%	68%	31%	**68%**
Natural Science	68%	71%	55%	**70%**
Practical & Applied Arts	31%	30%	15%	**30%**
Social Science	69%	65%	40%	**67%**

Note: Percentages in the table are influenced by the numbers of majors and minors in each subject area as shown in Figure 113 and the proportion of teachers within the specialization that teach at least one course at the secondary level.

Numbers differ from those reported in previous years due to a re-examination of the data sources to ensure consistency in reporting.

Data in this figure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division.

Source: Saskatchewan Learning. (2004). *Teacher Services Unpublished Data.*

Resources Including Technology

Technology is important in two ways. It is a medium through which learning can be delivered. For example, students often learn through the computer, and through traditional technologies such as videotape and audiotape. Distance education relies heavily on technology for its delivery. Technology is also a topic for study in schools. It is important that students learn how to use computers and other types of technology, and to understand and address the issues related to their use.

What is resource-based learning?

Resource-based learning means organizing instruction so that students use a wide range of print and electronic resources. In daily life, students are bombarded with information from many sources. Resource-based learning helps them learn to use different sources effectively and to analyze the value and accuracy of information from these sources. As well, resource-based learning allows teachers to select resources appropriate for individual students' learning styles and skill levels.

Saskatchewan's Core Curriculum is resource-based and curriculum actualization depends on the availability of appropriate learning resources. The Evergreen Curriculum online is often a first and key resource accessed by many educators and students, offering valuable links to other supporting resources. For example, in November 2004, there were close to 10 million hits combined on the www.sasklearning.gov.sk.ca and www.centralischool.ca websites with a combined request of approximately two million pages. The majority of these page requests are for Evergreen Curriculum documents and Central iSchool web resources." (described on the following page).

Provincial activities that help schools acquire resources include:

- *Educational Technology Consortium* - Headed by a board of directors with representation from the province's education partners, the Consortium provides leadership in the acquisition and use of educational technology in K-12 education for innovative teaching and learning, and in ensuring equitable educational opportunities for all students.

- *Development and maintenance of digital content and resources* - Web-based resources linked to Saskatchewan curricula are being developed by classroom teachers to support teachers and students in the province. These resources can be used both in conventional classrooms and as a basis for delivering online courses. Completed projects can be viewed at [illegible]

Completed Web-Based Projects	
2000-01	*32*
2001-02	*42*
2002-03	*34*
2003-04	*21*

- Other web-based student learning resources have been developed by the multimedia industry in Saskatchewan in collaboration with Saskatchewan Learning and are available at http://www.sasklearning.gov.sk.ca/docs/multimedia.html

- *CANCOPY license for Saskatchewan schools* – A license signed with the Canadian Copyright Licensing Agency (CANCOPY) allows teachers to copy parts of copyrighted print works for instructional purposes.

- *Bibliographies of recommended learning resources* – When curricula are being developed or revised, Saskatchewan Learning receives subject area resources from publishers, routes them to classroom teachers for evaluation and lists the best resources in bibliographies. Resources to support the Common Curriculum Frameworks for mathematics and English language arts developed jointly with the other western provinces and northern territories are evaluated in cooperation with these other jurisdictions. In addition, websites are evaluated for inclusion in the Evergreen Curriculum website database.

- *Video duplication service* – Schools can get copies of high-quality educational video programs that support Saskatchewan's curricula through Saskatchewan Learning's curriculum-relevant video collections at low cost. All programs include public performance rights for classroom use.

- *School telecasts* – Two hours a day of educational TV programming is delivered to Saskatchewan schools via SCN. Duplication rights are cleared for the programs broadcast so that copies can be obtained from the video duplication service.

- *Online resources* – Rights have been cleared so that schools have access to three online databases that provide full-text journal articles to support a variety of curricula. The databases available are *InfoTrac*, *Canadian Business and Current Affairs*, and *Repère*.

- *Professional development workshops* – Workshops on resource-based learning and technology are delivered on request to groups of Saskatchewan teachers. Some presentation resources related to these workshops are also available online at Saskatchewan Learning's website.

What information do we have about information and communications technologies in Saskatchewan schools?

Information and communications technology resources available in many Saskatchewan classrooms complement other resources, instructional approaches and learning activities in the school. These resources become more valuable for adapting instruction, providing individualized instruction, accessing online material, and contributing to improved student learning, as teachers and students become more knowledgeable and skillful in their use.

The Information and Communications Technologies (ICT) in Schools Survey conducted by Statistics Canada in 2003-04 provides base-line data for understanding the evolution of the use of these technologies over the coming years. Figure 115 shows that the Prairie provinces, particularly Saskatchewan, have lower ratios of students (suggesting better access) to computers connected to the Internet than Canada as a whole. Secondary schools have lower ratios than elementary schools, and rural schools have lower ratios than urban schools.

Figure 115 also shows the availability of software for Saskatchewan students. Saskatchewan and Canada exhibit similar patterns in the types of software used in schools, with well over 90 percent using word processing software and drill and practice programs and over half with simulation programs. A greater proportion of Saskatchewan (30 percent) than Canadian (21 percent) schools has CAD/CAM (Computer-Aided Design/Computer-Aided Manufacturing) programs. Within Saskatchewan, a greater proportion of secondary than elementary schools have all types of software, most notably CAD/CAM programs, with the exception of simulation programs. A greater proportion of urban than rural schools reported having all types of software with the exception of CAD/CAM programs.

Figure 115: Accessibility to Computer Hardware and Software, 2003-04

Student to Internet-connected Computer Ratio, by location and type, Canada and provinces, 2003-04

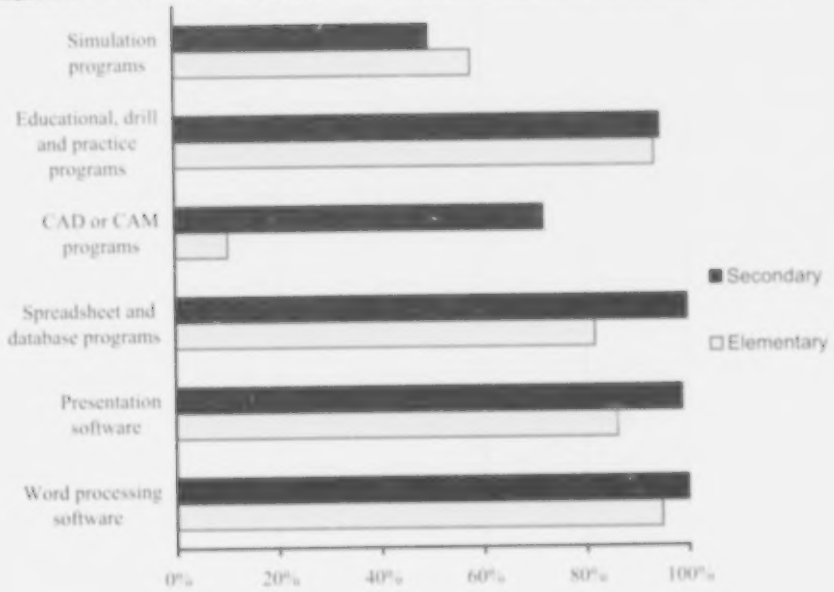
	All Schools	Elementary[1]	Secondary[2]	Mixed[3]	Urban[4]	Rural[5]
Canada	5.5	6.0	4.6	4.1	5.9	4.2
Manitoba	4.2	4.6	3.6	4.1	4.8	3.3
Saskatchewan	4.0	4.9	3.8	3.3	4.8	3.4
Alberta	4.5	5.0	4.1	4.2	4.7	3.5

Note: [1]Elementary schools offer Grade 6 and under or a majority of elementary grades.
[2]Secondary schools offer Grade 7 and over or a majority of secondary grades.
[3]Mixed schools offer a combination of elementary and secondary grades.
[4]Urban schools are located in cities.
[5]Rural schools are located outside cities.

Computer Ratio is the median which means the same number of schools have a smaller or larger ratio than the number reported.

A lower student-to-computer ratio suggests better access.

Percentage of Schools by Type of (Selected) Software Available to Students, Saskatchewan, 2003-04



Source: Statistics Canada. (2004). *Connectivity and ICT Integration in Canadian elementary and secondary schools: First results from the Information and Communications Technologies in Schools Survey, 2003-04*

Computer hardware and software can be used by students with different levels of effectiveness. Skilled teachers are essential to the success of student learning. A greater proportion of Canadian (46 percent) than Saskatchewan (38 percent) schools reported having teachers with the technical skills required to engage students in using information and communications technologies effectively. This difference was most pronounced in elementary schools and rural settings, and negligible in secondary schools.

When schools are equipped with computers, the computers are connected to the Internet and loaded with a variety of software, and teachers have technical skills or technical support, the next level of challenge is to incorporate these technologies into teaching practices. More Saskatchewan (38 percent) than Canadian (29 percent) schools use the Internet for online learning, while more Canadian (28 percent) than Saskatchewan (20 percent) schools use software for specific subjects.

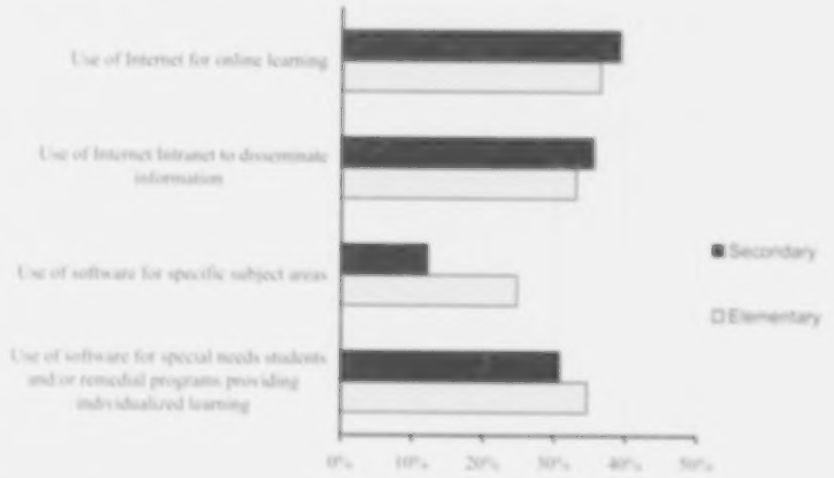
Within Saskatchewan, the differences reported in the proportion of urban and rural schools applying technology to teaching practices was less than 3 percent, except for the use of software for students with special needs and/or remedial programs, where 36 percent of urban schools and 26 percent of rural schools reported this use of technology. The differences reported in the proportion of elementary and secondary schools using technology in teaching was less than 5 percent, except in the use of software for specific subjects, which occurred in 25 percent of elementary schools and 12 percent of secondary schools (Figure 116).

Figure 116: Teacher Technical Skills and Teaching Practices Related to Information and Computer Technologies

Percentage of Schools with 75% or more Teachers Possessing the Required Technical Skills to Engage Students in Using ICT Effectively, by Location, Saskatchewan and Canada, 2003-04

	All Schools	Urban	Rural
Canada	46.2%	46.0%	46.8%
Saskatchewan	38.2%	41.1%	34.4%

Percentage of Schools with Technology Applications Frequently[1] Incorporated into (Selected) Teaching Practices, Saskatchewan, 2003-04



Note: [1]Technology applications were defined as frequently incorporated into teaching practices when they were used "most of the time" or "always".

Source: Statistics Canada. (2004). *Connectivity and ICT Integration in Canadian elementary and secondary schools: First results from the Information and Communications Technologies in Schools Survey, 2003-04.*

A greater proportion of Canadian than Saskatchewan schools report challenges in using information and communications technologies in schools. Specifically, 67 percent of Canadian schools cited challenges in having sufficient funding for technology compared to 44 percent of Saskatchewan schools; and 52 percent of Canadian schools and 35 percent of Saskatchewan schools reported the challenge of ensuring computers and peripherals were up to date. About 40 percent of all schools reported challenges in obtaining sufficient copies of or licenses for software, and in having enough training opportunities for teachers.

In Saskatchewan, more elementary than secondary schools faced challenges related to obtaining sufficient copies of or licenses for software for instructional purposes, ensuring computers and peripherals were up to date, and having enough training opportunities for teachers. Urban and rural schools did not differ markedly in how they reported challenges in the use of information and communications technologies. Urban schools were more likely than rural schools to have challenges in integrating computers in instructional practice, and rural schools were more likely than urban schools to have challenges related to licensing issues and keeping equipment up to date (Figure 117).

Figure 117: Percentage of Schools with (Selected) Challenges in Using ICT, Saskatchewan and Canada, 2003-04

All Schools	Saskatchewan	Canada
Ensuring computers and peripherals are up to date	34.7%	51.8%
Obtaining sufficient copies licences of software for instructional purposes	46.5%	43.4%
Integrating computers in classroom instruction practices	21.6%	32.2%
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	22.0%	31.8%
Having enough training opportunities for teachers	39.0%	40.1%
Having sufficient funding for technology	43.7%	66.8%

Source: Statistics Canada. (2004). *Connectivity and ICT Integration in Canadian elementary and secondary schools. First results from the Information and Communications Technologies in Schools Survey, 2003-04.*

What resources are commonly used for instruction in language arts?

A variety of resources are used in classrooms to engage students in language arts. In Saskatchewan, the more commonly used resources include the school library or resource centre, the Internet or World Wide Web, and computers for word-processing. Saskatchewan teachers use the provincial curriculum guide more and instructional software less than their Canadian counterparts (Figure 118).

Figure 118: Use of Resources in Language Arts Courses, Saskatchewan and Canada, 2002

	Saskatchewan Students		Teacher Reports	
	Age 13	Age 16	SK	Canada
Used at least a few times per week				
Computers for word processing	42%	27%	31%	30%
Overhead projectors	40%	29%	29%	34%
School library or resource centre	45%	34%	-	-
Internet or World Wide Web	46%	31%	20%	19%
Provincial curriculum guide	-	-	45%	31%
Used at least a few times per month				
Instructional software	49%	31%	15%	20%
Print magazines or newspapers	52%	66%	78%	78%
Slides, films or videos	61%	67%	68%	71%
Experts in the community (eg. Writers)	21%	18%	9%	9%

Note: Generally, differences between Saskatchewan and Canada responses are not statistically significant unless they differ by about 6 percent.

Source: Council of Ministers of Education, Canada. (2004). *2002 School Achievement Indicators Program: Writing Assessment Student and Teacher Questionnaires.*

What are the top issues or questions about math instruction in Saskatchewan?

Student learning involves a complex set of relationships among the teaching environment, the curriculum, student characteristics and other elements in the broader educational context. Issues in one or more of these areas can affect the teacher's capacity to provide high-quality instruction. In 2004, math teachers in Saskatchewan were asked to identify their top three issues or questions that affected math instruction.

About 35 percent of elementary and middle level teachers and 25 percent of secondary teachers indicated no issues or questions about math instruction in Saskatchewan. Figure 119 provides a list of the issues or questions selected most frequently by teachers. The most commonly cited issue was lack of time to cover the curriculum, followed by student academic preparedness in mathematics, and resources.

Figure 119: Issues or Questions About Math Instruction in Saskatchewan, 2004

	Elementary	Middle	Secondary
Adequacy of curriculum for basic skill development	3%	2%	1%
Adequacy of curriculum for problem-solving skill development	9%	7%	6%
Lack of time to cover the curriculum	23%	21%	36%
Professional development issues	9%	9%	6%
Resources	23%	20%	14%
Loss of class time	1%	1%	2%
Student academic preparedness in mathematics	15%	21%	25%
Diversity of student needs	8%	10%	7%
Student commitment to learn	2%	7%	11%

Note: Answers cited by teachers in response to open-ended prompt to list top three issues or questions about math instruction.

Source: Saskatchewan Learning. (2004). *2004 Provincial Learning Assessment in Mathematics, Teacher Questionnaire*. Regina, SK.

What is SchoolNet's Grassroots Program?

GrassRoots is a national program of Industry Canada's SchoolNet that funds K-12 schools for the creation of Internet-based learning projects. The goal of these projects is to integrate the use of technology in the teaching and learning process. The program offers ample opportunity for teacher professional development and student technology skill acquisition. Participants communicate with other schools through e-mail, use the Internet for research, and develop technology and information literacy skills while working on projects that directly relate to the provincial curriculum.

The number of projects and the participation in these projects increased significantly from 1998-99 to 2002-03. During those four years, an average of about 30,000 students and almost 1,500 teachers participated in over 150 projects per year. During 2003-04 the Grassroots program was discontinued (Figure 120).

The Saskatchewan Educational Technology Consortium is creating a portal for web-based resources developed by Saskatchewan schools. This project is scheduled to be completed by the 2005-2006 school year.

Over the last three years, several Saskatchewan GrassRoots project web sites have earned national and international awards (the list appears at www.saskschools.ca/resources/awardswon.html).

Figure 120: The GrassRoots Program, Saskatchewan, 1998-99 to 2003-04

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Number of projects	51	127	191	164	134	93
Number of participating students	9,308	25,409	38,200	32,800	26,738	7,800
Number of participating classes	463	1,442	1,528	1,312	1,638	484
Number of participating teachers	437	1,292	1,337	1,148	2,037	451

Source: Saskatchewan Learning. (2004). *Learning Technology Unit Data*. Regina, SK.

Responsiveness

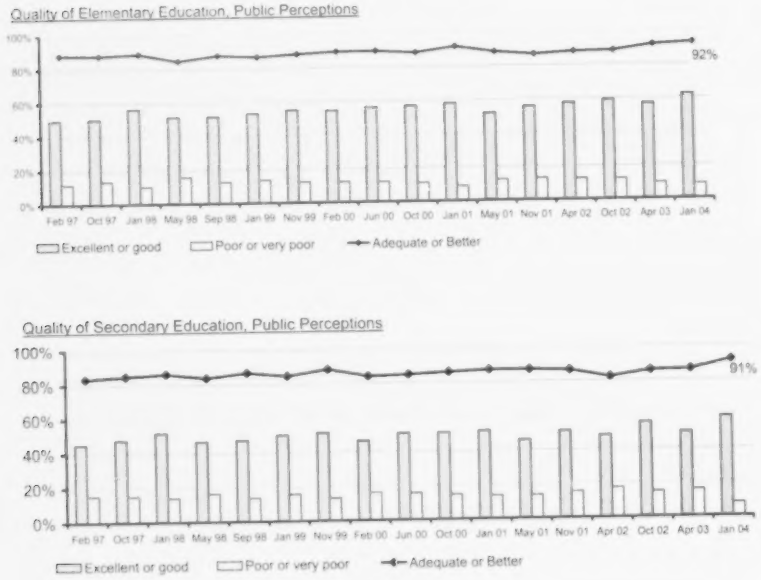
Responsiveness refers to the ability of the education system to respond to the needs of students, families and the public. One set of indicators that informs the responsiveness of the education system is the public's perception of the quality of the system.

What is the public's perception of elementary and secondary education in Saskatchewan?

Saskatchewan Learning regularly surveys the public to ascertain its perception of education and to monitor how this perception has changed over time.

In January, 2004, 92 percent of the people with decided opinion felt that elementary education is adequate or better than adequate, and 91 percent believed secondary education is adequate or better. Of those with decided opinion, 62 percent thought elementary education is excellent or good, and 58 percent thought secondary education is excellent or good. These percentages represent a slight increase since 1997 with ratings for secondary education drawing closer to those for elementary education (Figure 121).

Figure 121: Quality of Elementary and Secondary Education in Saskatchewan, Public Perceptions, 1997 to 2004


Quality of Elementary Education, Public Perceptions
92%
Excellent or good
Poor or very poor
Adequate or Better
Quality of Secondary Education, Public Perceptions
100%
80%
60%
40%
20%
0%
91%
Feb 97 Oct 97 Jan 98 May 98 Sep 98 Jan 99 Nov 99 Feb 00 Jun 00 Oct 00 Jan 01 May 01 Nov 01 Apr 02 Oct 02 Apr 03 Jan 04
Excellent or good
Poor or very poor
Adequate or Better

Note: Charts are based on the percentages of respondents with a decided opinion. There were 6-14 percent of respondents who were "unsure" of the quality of education.

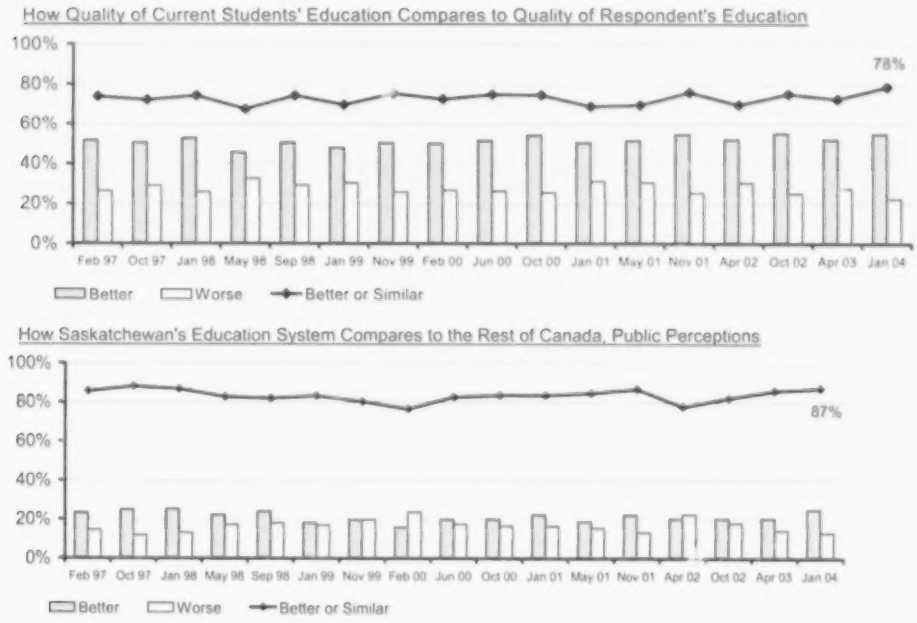
Source: *Saskatchewan Government Omnibus Opinion Poll.*

What is the public's perception of how the quality of the education system compares to the past and to the rest of Canada?

When people were asked in January 2004 to compare the quality of current students' education to their own, 55 percent of those with decided opinion said that it is better and about 23 percent said it was worse. These percentages have varied only slightly over the past several years.

Over 60 percent of the people with decided opinion believe that the quality of Saskatchewan's education system is similar to that of the rest of Canada. Of the other respondents, 25 percent said Saskatchewan's system is better and 13 percent said it is worse than that of the rest of Canada. These percentages have fluctuated within a few percentage points since 1997 (Figure 122).

Figure 122: Comparison of the Quality of Saskatchewan's Education System to the Past and with the Rest of Canada, Public Perceptions, 1997 to 2004


How Quality of Current Students' Education Compares to Quality of Respondent's Education
100%
80%
60%
40%
20%
0%
78%
Feb 97 Oct 97 Jan 98 May 98 Sep 98 Jan 99 Nov 99 Feb 00 Jun 00 Oct 00 Jan 01 May 01 Nov 01 Apr 02 Oct 02 Apr 03 Jan 04
Better
Worse
Better or Similar
How Saskatchewan's Education System Compares to the Rest of Canada, Public Perceptions
100%
80%
60%
40%
20%
0%
87%
Feb 97 Oct 97 Jan 98 May 98 Sep 98 Jan 99 Nov 99 Feb 00 Jun 00 Oct 00 Jan 01 May 01 Nov 01 Apr 02 Oct 02 Apr 03 Jan 04
Better
Worse
Better or Similar

Note: Charts are based on the percentages of respondents with a decided opinion. There were 4-19 percent of respondents who were unsure of the quality of education.

Source: Saskatchewan Government Omnibus Opinion Poll.

What progress has been made in implementing School^{PLUS}?

School^{PLUS} is a term coined by the Task Force on the Role of the School. School^{PLUS} involves organizational and cultural change. It encourages students, parents, community members, educators and human service providers to work together in new ways to support learning excellence and to provide more effective human services for all children and youth.

School^{PLUS} involves the implementation of a concept that sees schools fulfilling two primary roles:

- To educate children and youth through a responsive learning program that enhances student outcomes; and,
- To serve as centres for social, health, recreation, culture, justice and other services for children, youth and their families.

School^{PLUS} is supported by three key strategies:

- A Building Consensus and Action Planning Strategy builds awareness and supports School^{PLUS} implementation. In 2003-04, the School^{PLUS} Community Teacher

Engagement Fund awarded grants of $10,000 each to 10 communities across the province to conduct action research involving teachers and community working in new ways to advance student learning and well being.

- A Strengthening Educational Capacity Strategy engages schools and their communities to determine priorities and initiatives in support of both learning excellence and supports to learning. In 2003-04, 21 school divisions participated in the School and Division Improvement Initiative working with communities to strengthen School^{PLUS} effective practices and improve learning and well-being outcomes for children and youth. Many of these school divisions have established School^{PLUS} Coordinator positions to lead the important work of engaging communities and schools, integrating and coordinating services in schools and monitoring progress. Another 19 school divisions are participating in 2004-05, and it is the intent that the remaining school divisions will complete the process in 2005-06.

- An Integrated School-Linked Services Strategy supports government human service departments in providing a more effective and efficient delivery model of school-based and school-linked services for children and youth. Regional service delivery organizations are being established covering the whole province with full consideration of the changing numbers and boundaries of school divisions. These new organizations will coordinate the work of human service departments and agencies delivering services for children and youth. As one specific example, the Education of Youth in Custody Program was established to support the reintegration of youth offenders from custody programs into neighbourhood schools.

A School^{PLUS} Indicators Program is being established to monitor the implementation of School^{PLUS} concepts and report on key outcomes related to student learning and well-being, and the performance of the human service system in delivering programs and services for children and youth.

Selected Findings in the 2004 Report

- Saskatchewan's school-aged population has been declining in recent years. At the same time, the number of Aboriginal school-aged children in Saskatchewan has been increasing. In 2001, about 22 percent of the school-aged population was Aboriginal.
- During 2003-04, there were 174,263 Kindergarten-to-Grade-12 students and 11,339 full-time equivalent educators in 767 provincially-funded schools. Of these schools, 437 were in rural Saskatchewan, and 296 had an enrolment of 150 or fewer students.
- Saskatchewan's student-to-educator ratio has trended lower since the mid-90's to a value of 14.9 in 2003-04. There were 25 or fewer students in 75 percent of Saskatchewan classrooms.
- In 2003, school boards spent $7,534 per student, on average. Education expenditure per student, per capita, and measured as a percentage of GDP, have shown similar patterns during the past decade in Saskatchewan and Canada, as a whole. The provincial share of those expenditures has risen for the past three years to its highest level since 1992.
- In 2002-03, there were 12,308 Saskatchewan students who graduated from Grade 12, representing about 78 percent of the 18-year-old population. Results of a survey showed Saskatchewan's 17- and 22-year-olds had among the lowest school drop-out rates of any of the provinces, and significantly below the overall Canada rate.
- In December 2001, 66 percent of 20- to 22-year-olds were enrolled in or had attended post-secondary education. The number of students taking work experience courses in high school has fallen in the last few years.
- The results of provincial assessments based on the mathematics curricula for Grades 5, 8 and 11 are available to support local decision-making at the school and school division level. They show relative strengths in data management and numbers and operations in Grade 5, in data management, and numbers and operations in Grade 8, and in angles, polygons and circles in Grade 11. These assessments also indicate that students with higher levels of preparation for and commitment to learn and higher levels of parental support achieve higher levels of academic performance.
- Teachers have maintained a commitment to their professional development. This includes enhancing their skills and making contributions through workshops, accreditation, post-graduate classes, mentorship, and involvement on special subject councils.
- Indicators show lower percentages of Aboriginal students are graduating Grade 12 and attaining fewer credits than the overall student population. The proportion of Aboriginal teachers and non-teaching staff in school divisions with education equity programs continues to increase.
- A number of initiatives and programs including the Adaptive Dimension of Core Curriculum, Aboriginal Education, Special Education, Community Education and *KidsFirst* provide support and services to increase opportunities and benefits for vulnerable students.
- Saskatchewan students have good access to computers and web-based resources with a median number of 4 students to each computer connected to the Internet. The overall rate for Canada is 5.5. The range and amounts of software available in Saskatchewan and Canadian schools are similar. Saskatchewan schools demonstrate a higher degree of Internet use for online learning.

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Figure 123: Summary of Selected Education Indicators for Saskatchewan, 1994 to 2004

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Saskatchewan Context											
Population (1000's)	1,014	1,020	1,028	1,020	1,031	1,041	1,022	1,025	1,025	1,008	..
Age 0-19 population (1000's)	313	313	312	309	309	307	299	295	291	283	..
Percentage of Age 0-4 population that is Aboriginal	..	..	25.7%	..	..	..	..	27.4%	..	..	..
Percentage of population living in urban Saskatchewan	53.9%	54.1%	54.6%	54.4%	54.5%	55.5%	54.9%	55.2%	55.4%	55.3%	..
Percentage of population with Grade 12 or higher											
... (age 20 and over)	..	..	58.1%	..	..	..	..	64.8%	..	..	..
... (age 20-24)	..	..	71.9%	..	..	..	..	77.0%	..	..	..
Inflation – CPI (1992=100) – SK figures	104.9	106.9	108.9	110.3	111.8	113.7	116.7	120.3	123.7	126.5	..
Labour Force Participation Rate (Age 15+)	66.1%	66.2%	65.4%	66.3%	66.6%	67.0%	67.0%	65.8%	67.3%	68.2%	..
Percentage of children under 18-years-old living in low-income families	22.0%	21.4%	21.6%	18.9%	17.3%	16.1%	18.1%	17.6%	..	..	..
Education Input and Process Indicators											
Number of students in provincially-funded schools	195,282	194,603	193,922	192,650	190,896	188,619	184,494	181,103	177,375	174,263	..
Number of FTE educators in provincially-funded schools	11,025	11,042	11,123	11,103	11,319	11,249	11,222	11,383	11,389	11,339	..
Average years of teaching experience	..	13.5	14.0	14.0	13.8	13.8	13.7	13.7	14.0	13.9	..
Student to educator ratios	17.0	17.0	16.8	16.7	16.3	16.2	15.9	15.4	15.1	14.9	..
Number of provincially-funded schools	819	813	810	801	793	785	779	778	777	767	..
School board expenditure per FTE student	5,186	5,259	5,311	5,554	5,771	5,998	6,358	6,915	7,115	7,534	..
Total school expenditures per student as a percent of GDP per capita	23.8%	22.1%	21.2%	22.0%	21.5%	21.0%	20.8%	22.3%	23.5%	..	..
Special funding for community schools and prekindergarten programs ($millions)	..	2.2	4.0	4.8	5.1	6.1	7.0	13.2	16.3	17.4	17.7
Number of funded Indian and Métis Education Development projects	16	17	54	58	60	50	71	55	57	24	52
Number of students with designated disabilities served by special education programs and support services	2,673	2,619	2,933	2,810	3,387	3,591	4,143	4,553	4,573	4,860	..
Number of correspondence course registrations (K-12 school-aged students)	..	5,624	6,314	5,966	5,939	5,525	5,310	5,016	4,959	4,890	..
Core French enrolments as a percent of the total school population	52.1%	49.0%	45.0%	46.2%	44.7%	44.8%	43.0%	40.5%	40.7%	37.7%	..
Education System Output/ Outcome Indicators											
Number of Grade 12 graduates	11,764	11,546	12,049	11,845	12,053	12,546	12,447	12,354	12,308	..	..
Average number of credits attained by Grade 12 graduates	28.0	28.0	28.0	28.0	27.9	27.8	27.8	27.7	27.7	..	..
Average number of 30-level credits attained by Grade 12 graduates	8.9	9.0	9.0	9.5	9.6	9.8	9.8	9.8	9.8	..	..
Ratio of Grade 12 graduates to the 18-year-old population	75.8%	74.0%	76.4%	75.8%	77.0%	80.5%	78.2%	77.5%	78.1%	..	..
Average marks for ...											
English A30	68.4	68.5	68.4	68.7	68.7	69.0	69.5	69.7	70.0	..	..
Math B30	70.8	69.2	72.4	71.1	70.7	70.9	70.8	71.1	71.1	..	..
Biology 30	69.1	69.0	68.8	68.9	69.3	69.6	69.6	70.4	70.0	..	..
National Test Results: Percentage of 13-year-olds achieving Level 2 or higher in ...											
Reading	..	..	..	..	76%=	..	..	..	..	..	..
Writing	..	..	..	..	90%=	..	..	..	75%=	..	..
Math content	..	..	..	48%=	..	..	..	52%=	..	..	..
Science	..	..	76%=	..	..	76%=	..	..	..	..	..
National Test Results: Percentage of 16-year-olds achieving Level 3 or higher in ...											
Reading	..	..	..	..	65%=	..	..	..	..	..	..
Writing	..	..	..	..	84%=	..	..	..	57%=	..	..
Math content	..	..	..	50%=	..	..	..	42%=	..	..	..
Science	..	..	71%=	..	..	73%=	..	..	..	..	..
University enrolment (1st time 1st year) as a % of previous year's Grade 12 population	24.5%	25.2%	25.8%	24.0%	23.6%	25.3%	25.4%	27.1%	..	..	..

Note: Some of the numbers in the above table refer to measures that occur during the school year, some occur during the calendar year, and still others occur during the fiscal year. The year that appears in the top row of the table refers to the year in which the school year, calendar year or fiscal year begins.
In the national test outcome measures, the symbol = means Saskatchewan results were statistically similar to Canadian results, the symbol + means Saskatchewan results were significantly higher than Canadian results, and the symbol – means Saskatchewan results were significantly lower than Canadian results.

Figure 124: Selected Interprovincial Education Statistics, 1991-92 to 2002-03

Student Enrolment Headcount

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1991-92	539,300	497,094	195,976	191,401	2,083,004	1,296,588	140,841	165,424	24,225	125,133	5,160,946
1996-97	607,644	526,930	181,891	192,176	2,080,197	1,267,336	133,276	163,941	24,537	106,205	5,296,123
2001-02	607,837	536,262	181,305	189,899	2,169,339	1,244,689	122,792	153,450	23,449	86,898	5,313,917
2002-03	*599,514*	*538,877*	*177,371*	*188,456*	*2,170,943*	*1,245,021*	*120,600*	*150,599*	*23,242*	*84,268*	*5,296,895*

Operating Expenditures Per Student

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1991-92	$5,936	$5,225	$4,738	$5,763	$6,554	$5,822	$4,625	$4,664	$4,354	$4,818	$5,906
1996-97	$6,308	$5,648	$5,709	$6,359	$6,804	$5,929	$3,660	$4,736	$4,632	$5,440	$6,181
2001-02	$6,978	$7,316	$7,324	$7,600	$6,930	$7,116	$6,062	$6,101	$5,622	$6,688	$7,002
2002-03	*$7,104*	*$7,852*	*$7,660*	*$8,071*	*$7,200*	*$7,453*	*$6,275*	*$6,334*	*$5,927*	*$7,227*	*$7,303*

Capital Expenditures Per Student

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1991-92	$939	$1,112	$498	$344	$584	$446	$717	$400	$533	$350	$579
1996-97	$778	$631	$352	$356	$402	$389	$896	$384	$175	$260	$473
2001-02	$1,042	$945	$294	$416	$544	$401	$816	$167	$291	$151	$587
2002-03	*$1,147*	*$953*	*$367*	*$352*	*$607*	*$398*	*$831*	*$68*	*$566*	*$108*	*$628*

Total School Expenditures Per Capita (adjusted for inflation, 1992 dollars)

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1991-92	$1,020	$1,182	$995	$1,038	$1,278	$987	$1,015	$919	$914	$1,091	$1,121
1996-97	$972	$1,064	$1,021	$1,002	$1,188	$915	$768	$853	$821	$995	$1,043
2001-02	$1,003	$1,155	$1,133	$1,053	$1,081	$976	$983	$886	$970	$965	$1,045
2002-03	*$988*	*$1,175*	*$1,130*	*$1,068*	*$1,092*	*$987*	*$963*	*$861*	*$1,007*	*$983*	*$1,054*

Total School Expenditures Per Student as a Percent of GDP Per Capita

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1991-92	26.2%	22.4%	24.6%	28.0%	26.3%	28.3%	28.8%	26.0%	27.7%	31.3%	26.4%
1996-97	24.9%	17.1%	21.2%	26.2%	23.0%	24.9%	20.5%	23.9%	23.3%	30.2%	23.1%
2001-02	24.7%	16.9%	22.3%	25.8%	19.2%	23.3%	24.6%	22.0%	24.7%	23.2%	21.0%
2002-03	*25.2%*	*18.8%*	*23.9%*	*26.3%*	*19.9%*	*23.9%*	*25.2%*	*22.1%*	*25.8%*	*23.0%*	*21.7%*

Average Remuneration Per Educator

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1991-92	$51,153	$49,530	$45,626	$48,637	$51,563	$44,550	$41,613	$46,030	$47,579	$47,782	$48,751
1996-97	$55,787	$52,454	$50,313	$51,865	$56,444	$45,904	$27,735	$48,289	$47,158	$50,544	$51,930
2001-02	$57,255	$62,735	$55,145	$57,420	$64,106	$50,415	$52,965	$56,239	$53,231	$55,294	$58,485
2002-03	*$62,500*	*$67,836*	*$57,791*	*$60,708*	-	*$51,738*	*$54,402*	*$56,911*	*$54,970*	*$59,090*	-

Educator Remuneration as a Percent of Operating Expenditures

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1991-92	53.3%	56.3%	58.8%	56.4%	53.3%	53.0%	54.3%	61.9%	63.9%	65.1%	54.3%
1996-97	52.5%	50.2%	52.4%	52.9%	52.7%	52.8%	44.6%	58.4%	60.2%	64.2%	52.7%
2001-02	49.5%	49.1%	48.9%	50.0%	54.5%	48.7%	51.6%	55.9%	59.5%	61.5%	51.8%
2002-03	50.7%	49.6%	49.6%	50.6%	*52.7%*	*48.7%*	*52.3%*	*55.3%*	*59.3%*	*60.7%*	*51.3%*

Student to Educator Ratios

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1991-92	16.2	16.8	16.4	15.0	14.8	14.4	16.6	16.0	17.1	15.2	15.2
1996-97	16.9	18.5	16.8	15.4	15.8	14.7	17.0	17.5	16.9	14.5	15.9
2001-02	16.6	17.3	15.4	14.9	17.0	14.6	16.9	16.5	15.9	13.4	16.1
2002-03	*17.4*	*17.5*	*15.1*	*14.9*	-	*14.3*	*16.6*	*16.2*	*15.6*	*13.5*	-

Note: Numbers for 2002-03 (shown in italics) are estimates. Canada figures include only the ten provinces. Dashes indicate data is not available, and therefore not included in 2002-03 estimates for Canada results. Numbers in this figure may vary from those in the body of the report due to different definitions and assumptions required for interprovincial comparisons to be made.

Source: Statistics Canada. (2004). *Summary of Public School Indicators for the Provinces and Territories: Preliminary Data Covering the School Year 2002-2003*. Catalogue 81-595-MIE2004022. Ottawa, ON.

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